DOCUMENT RESUME

ED 120 590 88 CG 010 415

AUTHOR McBain, Susan L., Comp.; And Others
TITLE Competency-Based Education for Guidance and Counseling Personnel: A Catalog of Programs and Competencies.
INSTITUTION American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
SPONS AGENCY Bureau of School Systems (DHEW/OE), Washington, D.C. Div. of Supplementary Centers and Services.
PUB DATE Aug 75
NOTE 115p.; Not available in hard copy due to marginal reproducibility of original document

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS *Behavioral Objectives; Catalogs; Classification; Counselor Performance; *Counselors; Counselor Training; *Guidance Personnel; Higher Education; *Performance Based Education; *Program Descriptions
IDENTIFIERS Elementary Secondary Education Act Title III; ESEA Title III; *Vocational Education Act 1963

ABSTRACT

This catalog, describing a number of competency-based programs for the education and training of guidance and counseling personnel, is organized into two sections: educational programs and summary lists of competencies. Five areas of classification according to types of client needs are presented for each section: (1) Using Systematic Planning and Evaluation to Improve Career Guidance Programs; (2) Meeting the Career Needs Common to All Clients; (3) Meeting the Unique Career Needs of Special Target Groups; (4) Using and Evaluating Intervention Techniques (Direct and Indirect); and (5) Maintaining and Improving the Educational System and Environment. For each educational program there is a general description and information on the format, contact person, any needed outside resources, and program evaluation data. For each competency list the format and contact person are also noted. The catalog concludes with alphabetical indices of programs cross-referenced by titles and authors, and similar indices for the competency lists. (SJL)

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Competency-Based Education for Guidance and Counseling Personnel: A Catalog of Programs and Competencies

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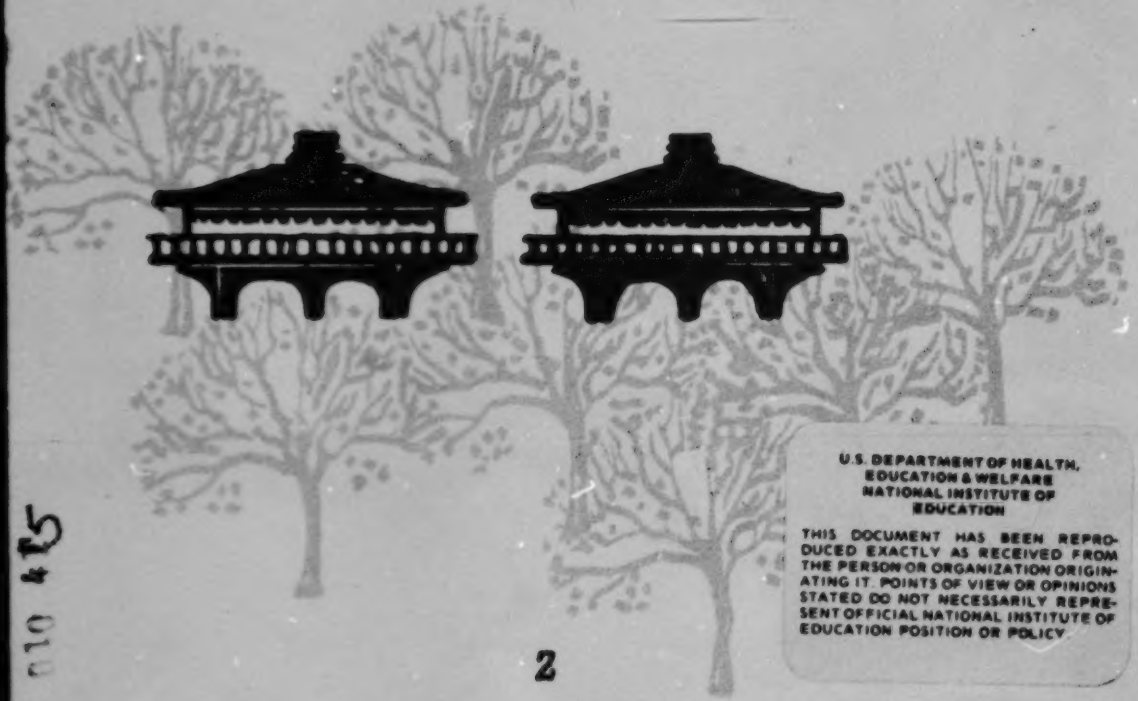
Susan L. McBain



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Competency-Based Education for Guidance and Counseling Personnel: A Catalog of Programs and Competencies

Compiled by

Susan L. McBain

with assistance from

Phyllis DuBois
Philip Clendaniel

August 1975

American Institutes for Research
P.O. Box 1113
Palo Alto, California 94302

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INTRODUCTION

The concept of the counseling role as an independent one from the teaching role crystallized in the second decade of this century. Since that time, the place of guidance and counseling has expanded far beyond the limits of the school counselor's office. Guidance and counseling personnel now function in innumerable settings, among them schools, adult guidance programs, manpower training programs, and college personnel and placement office. The focus of their efforts includes at least the personal, educational, and vocational goals of their clients. Their educational levels may vary from less than the bachelor's level to the postdoctoral level. Their roles may be administrative or instructional as well as counseling, or a combination of the three.

The past ten years have seen a tremendous expansion in attempts to define clearly the functions needed to maintain and improve counseling and guidance programs. Two primary causes exist for this expansion. The first is the growth in the range of these functions, as noted above. The second is the growing emphasis on accountability in all public services. The demand for clear definition of objectives and accomplishments on the part of public servants has led to the need, first, to clearly define the tasks which guidance and counseling personnel perform; second, to determine what competencies they need to perform those tasks; and third, to develop methods of education by which those competencies can be promoted and their accomplishment measured. This approach to education has come to be termed "competency-based." Competency-based education has the following general features:

(1) predetermined educational objectives and criteria for attainment, based on the identified tasks of real-life situations; and

(2) emphasis upon performance of tasks (or simulated tasks) rather than mere knowledge about tasks.

The specifying of competencies necessary for counseling personnel is not new. In 1949, for instance, the Eighth National Conference of State Supervisors of Guidance Services and Counselor Trainers was sponsored by the Vocational Education Division of the United States Office of Education. This conference produced a series of eight reports on topics in counselor education. Several reports focused on necessary counselor competencies,

in such "current" areas of concern as occupational information, analysis of the individual, counseling techniques, and administrative relationships The concept of competency-based education, therefore, has deep roots.

Programs which fit within the general definition of competency-based can and do vary tremendously in their exact approaches, however. The mix of cognitive, attitudinal and performance objectives may differ widely; the specificity of behaviors called for in objectives may vary from merely attendance at an activity to detailed performance; and criteria may range from "instructor's satisfaction" all the way to successful long-term performance in real-life settings according to exacting specifications. We at the American Institutes for Research have our own further guidelines for development and implementation of competency-based programs; critical elements are that such programs:

(1) concentrate on the transferability of competencies from an educational setting to a real-life setting;

(2) be based on behavioral objectives describing observable performance;

(3) entail the production of one or more measurable products.

In setting out to compile this catalog, however, we soon realized how widely the definitions of "competency-based" vary. We found ourselves close to the position of the linguist trying to define criteria for calling two ways of speaking "two languages" or "two dialects of one language." After comparing structures, origins, and every other objective aspect of the world's languages, he finally decided that the most basic difference was whatever the native speakers thought they were doing. Similarly, we compared programs that varied in many ways, but all were classified by their producers as "competency-based." Rather than insisting on applying our own definition, we felt that accepting a range of definitions and trying to clarify what each meant in its own context would be the approach of most service to the users of this catalog.

We sought our information by means of search letters to state education departments, universities and colleges, professional organizations, and research organizations, and also by means of consultation with our Advisory Panel. These letters requested "competency-based staff development materials (for counseling personnel), and/or documentation of coun-

seling competencies, or any materials contributing to these ends." Over 1200 letters were sent out, with follow-up mailings to non-respondents. The rate of response of any kind was 57%; rate of receipt of materials was 10%. Of these, approximately half provided materials which proved useful for inclusion.

It is apparent that much work on the competency-based education of guidance and counseling personnel is in progress. We received materials for positions ranging from manpower counselors to school psychologists to paraprofessional guidance workers, as well as professional school counselors. In addition, we received information on programs not specifically aimed at counseling personnel, but which focus on skills which may be valuable to them. However, even allowing a broad definition of competency-based education, we found relatively few functioning programs. The majority of groups identified as working in this area have only completed the stage of defining competencies for various types and levels of personnel in this field.

After studying the wide range of materials we received, we decided to limit our focus to those dealing with necessary competencies for guidance and counseling personnel. Therefore, we eliminated materials that addressed needed changes in counselor education institutions, needed competencies for trainers of counseling personnel, or other slightly different aspects of counselor education. The remaining materials fell into two major categories: educational programs and lists of competencies for guidance and counseling personnel. Descriptions of educational programs constitute Part I of this catalog; summaries of competency lists form Part II.

The next step was review and classification of the competencies which programs and competency lists address. Five areas were defined, based on types of client needs:

(1) Using Systematic Planning and Evaluation to Improve Career Guidance Programs
(2) Meeting the Career Needs Common to All Clients
(3) Meeting the Unique Career Needs of Special Target Groups
(4) Using and Evaluating Intervention Techniques (Direct and Indirect)
(5) Maintaining and Improving the Educational System and Environment

The divisions within each part of the catalog are based on these five competency areas. Programs and competency lists are classified in these

five categories on the basis of their major competency emphasis. A full description of the program or competency list is found in this division. A sixth category, General Counselor Competencies, is included to indicate programs and competency lists whose emphasis cut across all five areas. Several programs and lists fit primarily into one area but touch briefly on others. Instead of including duplicate descriptions in the divisions of their secondary emphasis, we have cited such programs or lists on the cover page of the division of their secondary emphasis. For example, a program including only one competency in "Meeting the Unique Career Needs of Special Target Groups" would be cited by title and page number under "See Also:" on page I-17, the cover page of that division.

We found that while several programs and competency lists had a secondary emphasis in our fifth category, "Maintaining and Improving the Educational System and Environment," there were none which fit primarily into this category. We ratained the category, however, because we think it is an area of significance and growing recognition, and because it was an area of emphasis, even though secondary for any individual document.

For each educational program, we have included a general description and indicated the format, contact person, any needed outside resources, information on program evaluation data, and whenever possible, the price. For each list of competencies, format and contact person are noted also; but since most competency lists were available at no charge, we excluded price information unless we were aware that a charge existed. We also omitted the item on outside resources as unnecessary. We noted that for several sets of competencies some course development had been done. However, unless an entire program had been developed on the basis of indicated competencies, these materials still seemed better classified as competency lists than as educational programs. We indicated such course development in the Description sections of Part II.

The catalog concludes with alphabetical indices of programs cross-referenced by titles and authors, and similar indices for competency lists.

We have endeavored to make descriptions both comprehensive and concise, including all significant aspects of a program which readers might use to

evaluate its appropriateness for their needs. However, we avoided making judgments of the value of materials ourselves. We also avoided the process of summarizing the program's own evaluation data, on the grounds that our space limitations prevented a presentation of sufficient detail to be of much use. Instead, we indicated whether or not the developers of particular programs had conducted evaluations and what type of data they had collected.

Also note that we have not tried to impose a consistent set of terms in the descriptions. We have tried to make terms clear in context, but we felt it would be most useful for readers of this catalog if we used the terms found in the programs or competency lists themselves.

We have checked our facts carefully, and have tried to give accurate and helpful pictures of the materials included. No doubt other worthwhile materials exist. We welcome suggestions for additions and revisions for future editions of this catalog.

Susan McBain

Susan McBain
Catalog Editor

Part I

Educational Programs

PROGRAMS:

Using Systematic Planning and Evaluation
to Improve Career Guidance Programs

SEE ALSO:

Page I-11: Development of a Performance-Based Training Program for Vocational Counseling

Page I-27: A Competency-Based Manual for Area VI: Vocational and Career Development of the Minimum Competency Requirements for Secondary School Counselors of the State of Tennessee

California Career Guidance Inservice Program

Authors: California Pilot Counseling and Guidance Center Regional Occupational Program, Department of Education of San Diego County

Format: 350-page looseleaf Inservice Guide; resource manual, California Counseling and Guidance Program Guide; 2 filmstrips, The Glen Oaks Chamber of Commerce and Glen Oaks High School

Description: This program is designed to raise the skill level of guidance personnel interested in systematically reviewing, modifying, or validating career guidance programs. It is planned for use in a two- to four-day workshop, and consists primarily of structured group activities guided by information and directions given in the Inservice Guide and the Program Guide. "Simulation" is the key word in these activities; all are centered around a hypothetical career guidance program in Glen Oaks, a city in the state of Buchanan. Extensive information on life in Glen Oaks is presented to make the workshops as realistic as possible.

The program is divided into 13 phases, plus a pre-workshop session and a final debriefing session. The phases parallel those of actual program changes in a real setting. Each set of phase materials lists general goals and three to six behaviorally stated objectives, including criteria. The phases are:

(1) Orientation to Glen Oaks
(2) Organizing for Change
(3) Data for Decisions
(4) Goal Development
(5) Objective Development
(6) Guidance Resources
(7) Guidance Techniques
(8) Guidance Units
(9) Evaluation
(10) Attitudes
(11) Values
(12) Local Inservice Training
(13) Community Involvement

Three techniques for learning are utilized in the program:

(1) in-basket exercises (typical kinds of communications guidance personnel might receive during their workday; these provide much of the content of the simulation activities/role-plays)
(2) large group instruction from the coordinator
(3) debriefing, or relating simulation experiences to trainee's real-life settings, either during sessions or during the final debriefing

In-basket exercise group size averages about six (trainees and coordinator), but overall workshop size is flexible. Other materials in the Inservice Guide include resources developed in San Diego County and also at the Center for Vocational Education at Ohio State University. The

Program Guide consists primarily of selected readings for each phase. Some trainer information is included in the Introduction and Instructional Plan sections of the Inservice Guide, and Instructional Notes handed out at the workshop's end form a sort of coordinator's manual for trainees who wish to conduct their own workshops later. Bibliographical references are cited throughout the units, and an Inservice Training Support Materials section completes this guide.

Evaluation Information: Workshops have been evaluated by pre-post attitude rating surveys.

Outside Resources Needed: Coordinator, film projector

Price: There is no charge for materials at this time, but their availability is very limited.

Contact: Dr. Edwin Whitfield
Director, California Pilot Career Guidance Center
6401 Linda Vista Rd.
San Diego, California 92111

Career Planning Support System

Author: Center for Vocational Education, Ohio State University

Format: Eight procedural guides; seven color/sound filmstrips; seven instructional programs; two handbooks (all described below). Written materials are approximately 600 pages in length

Description: The Career Planning Support System (CPSS), developed under a contract with the National Institute of Education and still being tested and revised, consists of four components. The core component ("procedural system element") is known as Operation Guidance, a systematic approach for planning, implementing, and evaluating guidance programs which has evolved from a base of research and field testing. The Operation Guidance product includes:

(1) procedural guides detailing procedures for staff organization, collection of data, derivation of career development goals, formulation of behavioral objectives, creation of career development units (known as CDU's), and evaluation of the career planning program
(2) survey questionnaires and other evaluative instruments
(3) supporting references (i.e., Career Guidance: A Handbook of Methods, etc.)

Operation Guidance is not a career development program itself. It is a systems approach to improving guidance programs based on the examination of local needs, priorities and resources. It outlines a general method which enables a school to organize career development information and strategies into a manageable structure, with mechanisms built in for periodic reassessment and updating. It is a self-instructional program, requiring no outside instructor for utilization. Each procedural guide includes criteria by which staff can judge how well they have applied the concepts and procedures to their setting.

The supporting components to Operation Guidance are an instructional unit and two handbooks:

(1) Transition from School to Work, "Coping in the World of Work: Practice in Problem Solving," an instructional unit for 11th and 12th grade students, including role-playing exercises, etc., to teach problem-solving skills
(2) Parent-Student Handbook on Sex Bias and Stereotyping: Implications for Career Plans
(3) Sources of Influence on Career Decision Making and Its Impact on Career Attainment: A Handbook for Counselors and Educators

Operation Guidance materials are written so a school may progress incrementally according to the amount of time and personnel it has available. Each procedural guide contains a section of staff development suggestions based on the topics of that guide and the specific functions of various staff members. Staff learning objectives and criteria for accomplishment are not specified.

Final release of this product is expected in 1977.

Evaluation Information: Field test results are continuing at this time and evaluation data are still being collected.

Outside Resources Needed: Filmstrip projector

Price: Price has not been finally set, but is expected to be no more than $300.00.

Contact: Product Utilization
The Center for Vocational Education
The Ohio State University
1960 Kenny Rd.
Columbus, Ohio 43210

Developing Comprehensive Career Guidance Programs

Author: American Institutes for Research, Youth Development Research Program

Format: Twelve written modules in looseleaf format, averaging 50 pages each; twelve accompanying coordinator's guides, 10-15 pages each; five color slide series with cassete tape narration

Description: This set of materials, developed under a grant from the U.S. Office of Education, is still under development and testing. Its goal is to help guidance personnel develop their skills in ten specific areas:

(1) assessing desired outcomes
(2) assessing current status
(3) establishing program goals
(4) specifying student performance objectives
(5) selecting alternative program strategies
(6) specifying process objectives
(7) developing program staff
(8) trying out strategies and activities
(9) conducting summative evaluation
(10) communicating evaluation results

The first two modules offer an orientation to the series: the first reviews major theories of how career development and selection occur, and the second offers an overview of the program planning process detailed in the following ten modules. The needs and resources of the individual's local setting serve as the framework for applying skills to the individual's own guidance, counseling, placement, and follow-through program.

The materials are designed to be usable for either preservice or inservice personnel. Modules are independent of each other, so that staff can concentrate on those skills they feel especially need development. Group activities are planned around groups of four participants, but overall workshop size is flexible.

Each module is designed to take approximately six hours to complete; the entire series takes about two weeks. Each module indicates a general goal and four or five objectives, partly knowledge and partly performance. Each begins with a game related to its general topic, followed by a 25-30 page description of the skills. Group discussions and practice activities are interspersed. A postassessment and a planning activity for applying skills to the participant's own setting conclude each module. Each lists outside resources for use in activities, plus further readings. Coordinator's guides suggest the coordinator's role as that of facilitator of group activities, resource person, and evaluator; in terms of content, the modules are self-instructional. The series will be available in late 1975.

Evaluation Information: Series is undergoing field testing in several districts currently; evaluation data consist of pre/postassessment performance comparisons and detailed attitude surveys.

Outside Resources Needed: Coordinator
Slide projector, cassette tape recorder
Books, monographs, journal articles

Price: Upon release, written modules are expected to cost no more than $50.00. Tape/slide prices are still to be determined.

Contact: Youth Development Research Program
American Institutes for Research
P.O. Box 1113
Palo Alto, California 94302

Performance-Based Vocational Teacher Education Modules

Author: Center for Vocational Education, Ohio State University

Format: 118 written modules, designed to occupy from 5 to 30 student hours of work; handbook on module development

Description: This extensive competency-based series is aimed at vocational teachers rather than guidance personnel. However, two of the ten categories of modules may prove useful for guidance staff development: Section A, "Program Planning, Development and Evaluation" (15 modules), and Section F, "Guidance" (6 modules).

The modules are designed for either pre-service or in-service use and may be used for individual or group instruction. Each consists of four components:

(1) Title page, including prerequisites for the module and competencies to be developed by it
(2) Introduction, including a discussion of the competencies to be developed, a frame of reference for the module within the series, and a glossary
(3) Module Structure and Use, including and overview of the module, performance objectives, and necessary resources
(4) Learning Experiences, including directions, information sheets, directions for feedback procedures, and evaluation instruments. The last learning experience serves as the assessment for the module terminal objective.

The modules stress performance indicating that competencies have been achieved. The modular format allows individualization of instruction to learner needs, and also allows for incorporation of locally applicable materials if desired. In addition, the handbook on module development can be used as a guide to develop locally needed materials.

Other sections cover topics related to instruction; school-community relations; student vocational organizations, professional role development, and coordination. The series is scheduled to be completed in early 1976.

Evaluation Information: This series is currently being tested and evaluated.

Outside Resources Needed: Coordinator
Contact producer for final indication of necessary outside resources

Price: Will not be determined until materials are released in 1976.

Contact: Product Utilization
Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

PROGRAMS:

Meeting the Career Needs Common to All Clients

SEE ALSO:

Page I-27: A Competency-Based Manual for Area VI: Vocational and Career Development of the Minimum Competency Requirements for Secondary School Counselors of the State of Tennessee

Page I-31: Four Performance Modules in Human Relations

Counseling Strategies Modules

Authors: William H. Cormier, L. Sherilyn Cormier

Format: Ten to fifteen page modules (booklets) on aspects of counseling
Slide/tape cassettes of modules, averaging 1 hour in length

Description: These authors have developed a great variety of materials in many aspects of counselor training: training materials (competency-based and otherwise), professional papers, evaluation reports, etc. Only a selected sample of these are described below.

At this writing three modules in the Counseling Strategies series have been completed and submitted for publication, along with a proposed list of others. The completed modules are:

(1) Problem Identification in Counseling
(2) Developing Counseling Goals
(3) Assertive Training

Slide/tape cassette versions of the first two modules are also available. Other topic areas for possible future publication include career guidance groups and assessment of clients' personal strengths.

The modules are individualized and self-instructional, though they lend themselves to group work as well. They include specific objectives with behavioral criteria, suggested exercises and activities, and many necessary resources as well.

Evaluation Information: Extensive evaluations have been conducted and are available on several topics related to to counseling; these are not available in the modules, however.

Outside Resources Needed: Trainer/coordinator
Some written resources are cited

Price: Approximately $175.00 for each program upon commercial release.

Contact: W. H. Cormier and L. S. Cormier
504 Allen Hall
West Virginia University
Morgantown, West Virginia 26506

Development of a Performance-Based Training Program for Vocational Counseling

Author: Florida State University Department of Counseling Education

Format: Paperback book in four sections: nine-page general project report; 68-page module on Using Tests in Vocational Counseling and Guidance; 19-page module on Program-Planning for Vocational Counseling and Guidance: A Systems Approach; 20-page module on Training Vocational Counselors in Decision-Making Skills

Description: This project was designed to aid in the transition of a graduate training program in vocational counseling from a time-and-credit-based program to one which is individualized and competency-based. This document presents the curricular materials developed by the project and the project report. The report section describes the goals and processes of the project and includes an interesting section on recommendations for others interested in similar kinds of curricular revision.

The modules themselves vary in structure and comprehensiveness. All cite a general goal and then a number of specific enabling elements, which consist of "terminal objectives" (including evaluation criteria), "enabling objectives" and criteria (steps to the terminal objective), and various learning activities. All include a pre- and post-assessment, often a case study examination; in addition the Tests module includes a diagnostic self-test to help trainees evaluate their competencies. This module, by far the longest, also includes the most extensive resource and bibliographic lists.

Most module activities involve reading, viewing videotapes, listening to audio tapes, or role-playing with fellow trainees.

Evaluation Information: None available to catalog compilers.

Outside Resources Needed: Coordinator
Books and journals, videotapes, audio tapes

Price: Availability of materials is very limited, though more may be printed in the future; therefore no price estimate could be made.

Contact: Herbert Rand
Florida State Department of Education
Division of Vocational, Technical and Adult Education
Tallahassee, Florida 32302

Life Skills Series

Author: Dr. Robert R. Carkhuff, Editor

Format: Three paperback books, 140-200 pages each

Description: This series includes three books: The Art of Helping, The Art of Problem Solving, and The Art of Program Development. Each book details specific steps for acquiring the life skill mentioned in the title. The books offer hypothetical cases and ask the reader to use Carkhuff's methods to find solutions. The Art of Helping is organized around the four steps of attending, responding, initiating, and communicating. The Art of Problem-Solving discusses developing the problem, breaking down the problem, considering courses of action, and developing courses of action. The Art of Program Development includes the steps of exploring where you are, understanding where you want to be, developing a program to get there, and insuring getting there. The books use many cartoons, charts, and diagrams to illustrate their concepts. Though the approaches vary somewhat, all are designed to be easy to read and follow. Objectives and criteria are not specified.

Other materials available include a series of four videotapes based on The Art of Helping, featuring Dr. Carkhuff. The titles are Attending, Responding, Personalizing, and Initiating.

Evaluation Information: None available to catalog compilers.

Outside Resources Needed: None for written program.

Price: Each Art of book is $5.95. Videotapes are $200.00 apiece, or $675.00 per set.

Contact: Human Resources Development
P.O. Box 222 (Dept. M-10)
Amherst, Massachusetts 01002

Maryland Career Education Programs, K-Adult

Authors: Maryland State Department of Education personnel et al

Format: Career Education Resource Notebook, 130 pages; assorted activities descriptions and other materials, 2 to 5 pages each

Description: These materials are an outgrowth of extensive professional development activities in Maryland, which began with the Maryland Career Development Project. Summer workshops in career education for teachers, counselors and administrators began in 1970 under the project's auspices, and have continued and expanded since then. In 1975, four one-week workshops focused on counseling personnel at elementary and secondary levels; other activities, supported locally as well as through the state, have aimed at many different types of staff development. Materials and approaches generated for all these activities are truly vast, and generalizations are difficult to draw; but some major elements seem constant.

First, the program's goal of increased career education is a long-term one, and workshop participants are asked to report on the program changes occurring in their settings in this direction over a period of at least a year. Second, program goals for participants are brief, very condensed, and cover all levels of cognitive and affective objectives. At least one goal has to do with the production of a product--the development of a plan for program changes in the participant's own setting. Objectives themselves are usually quite specific and ask for skills to be displayed in the most appropriate manner for the participant's setting.

Third, learning activities are tremendously varied. Speeches by eminent contributors, work-simulation tasks, role-playing, games on valuing, etc., action-oriented research, self-evaluations, and multi-media presentations are all utilized. Much of the material is originally developed or adapted for each setting, and strives to be interesting and enjoyable as well as informative. Materials address the topic of career education within five components:

(1) home and family
(2) career development (stages in the development of the individual)
(3) the classroom teacher
(4) vocational skill development
(5) the community (business, labor, industry, and government)

The Career Education Resource Notebook is the primary written resource for all participants in the summer workshop series; it was introduced in 1973 and is still being revised. It contains chapters on the following topics:

(1) an overview of career education
(2) discussion of the five components
(3) discussion of the career needs of special groups
(4) an approach to program development and evaluation
(5) bibliography

Planned future chapters will cover:

(6) minority groups
(7) competencies for counselors

In addition, extensive written materials (checklists, areas of careers, suggested approaches to problems) and reference lists (bibliographies, local and national sources of materials and assistance) are part of participant materials. Coordinators play a large part in the workshop process; their knowledge and skill are essential to workshop success.

Fourth, evaluation is a continuous, multi-directional process. Participants give direct feedback to one another, as well as evaluating various aspects of the program. Coordinators evaluate participants' products, interactions, and performance on paper-and-pencil measures.

This program is not easily transportable to another setting; however, many learning activities materials may be widely useful.

Evaluation Information: Extensive evaluation has been done on all summer workshops. Reports on the 1971 and 1972 workshops are available through ERIC:

The Maryland Career Development Project Career Exploration Workshops for Teachers and Counselors: Second Year Progress Report (ED 079 487)

The Maryland Career Development Project Career Exploration Workshops for Administrators and Supervisors: Third Year Progress Report (ED 091 500)

Evaluation reports on 1970 and 1973 workshops may be available; see Contact.

Outside Resources Needed: These materials are most appropriate for adaptation to a locally existing training program.

Price: The 1971 and 1972 evaluation reports are available through ERIC at approximately $2.00 apiece. The Career Education Resource Notebook may be available through ERIC in the near future; see Contact for further information. Evaluation reports for 1970 and 1973, activities descriptions, and others materials are mostly available at no charge, but availability may be limited.

Contact: Mrs. Nancy Pinson
Maryland State Department of Education
Division of Vocational-Technical Education
P.O. Box 8717
BWI Airport
Baltimore, Maryland 21240

Occupational Specialist Training Program

Author: Florida State Department of Education

Format: 162-page Handbook for students plus 15 instructional modules ranging from 20 to 130 pages each

Description: This program is planned to train paraprofessionals as occupational specialists. It was developed and field tested by the Florida Department of Education in cooperation with state education personnel, 38 local school districts, and 132 working occupational specialists. It is designed to improve specific skills within the context of a more general local training program, and may be implemented as a whole or only in areas where skill development is necessary to meet local needs.

The program consists of a series of fifteen performance-based components, or areas of objectives. These are:

(1) state and local policies, procedures and organizational structures
(2) nature and scope of vocational education in Florida
(3) utilization of community resources
(4) communication skills
(5) employment opportunities and job requirements
(6) public and private vocational and technical programs
(7) apprenticeship programs
(8) the decision-making process
(9) administration and utilization of standardized tests
(10) identification of the potential and actual early school leaver
(11) identification and securing of job placements
(12) career education information center
(13) planning and implementation of career education activities
(14) assessment of career guidance services
(15) conduct of follow-up studies

Program materials consist of a training handbook plus fifteen instructional modules. The handbook details objectives within each component, and contains lists of suggested resources; pre- and post-assessments, plus feedback for the post-assessments; and evaluator's instruments. The instructional modules (which generally but not precisely parallel the components) are bound separately as Appendix A through P, and contain much of the resource material in themselves, plus details of learning activities. Keys for post-assessments are also included in many modules; those not included are contained in the final appendix

Evaluation Information: Evaluation and revision went on during the process of module development.

Outside Resources Needed: Coordinator
A few outside readings are called for

Price: $18.00.

Contact: Panhandle Area Educational Cooperative
P.O. Drawer 190
Chipley, Florida 32428

Vocational Counseling Training Program of Washington University

Author: Dr. Arthur Resnikoff

Format: 38-page booklet plus videotape

Description: This program is designed to teach counselors skills to help students in the process of vocational and educational decision-making. It focuses on techniques of diagnosing student vocational interests and aptitudes, structuring the vocational counseling interview, and organizing client data for feedback purposes. The program is organized for groups (no optimal size is suggested), but parts may be used individually also.

The program consists of three parts. The first is a training manual with 16 interview-case summaries. By organizing the interview information and test scores given, trainees are to answer questions. Answers are provided, and trainees must offer a rationale for answers which differ. The second part of the training is a videotaped training film showing effective behavior in three phases of vocational counseling:

(1) the initial interview
(2) test interpretation
(3) clarification of choices and action toward specific objectives

The third part of the training involves group activity and consists of role-plays involving a counselor and a client, with videotaping utilized for feedback. This phase is planned to help trainees analyze their own counseling style and practice new behaviors.

Throughout the program emphasis is placed on developing a variety of alternatives for the client based on information available. An annotated bibliography concludes the booklet.

Evaluation Information: None available to catalog compilers.

Outside Resources Needed: Trainer
Videotape system

Price: As part of a course curriculum, this program has not been priced individually; for further information, see Contact.

Contact: Dr. Arthur Resnikoff
Graduate Institute of Education
Box 1183
McMillan Hall
Washington University
St. Louis, Missouri 63130

PROGRAMS:

Meeting the Unique Career Needs of
Special Target Groups

SEE ALSO:

Page I-13: Maryland Career Education Programs, K-Adult

Page I-40: Resources for Competency-Based Teacher Education

Adult Basic Education In-Service Program in Guidance and Counseling

Authors: Adult Basic Education Guidance and Counseling Special Project for the United States Office of Education Region VI

Format: 250-page book; slide/tape of 87 slides

Description: This package is aimed at counselors interested in adult basic education (eighth grade level or below) counseling and guidance services. It presumes a counseling background on the trainee's part, and attempts to amplify the trainee's knowledge and skills in the specialized area of adult basic education. It is most effective in use with groups of 8 to 12, and provides material for a two- to three-day workshop.

The material is divided into an introduction plus five instructional units:

(1) function of the Adult Basic Education (ABE) counselor
(2) awareness of ethnic, cultural, and language differences
(3) vocational counseling (this section includes resource lists of vocational publications)
(4) personal counseling (this section includes appendices with discussions on major schools of counseling approach)
(5) educational counseling

Each unit has two-five behaviorally stated objectives, which leave the coordinator the choice of emphasizing either the attitudinal or the informational aspect of the response--or both--as criteria. The units contain the same material as the slide/tape: each has an overview of the material, informational sections, and space for trainee notes and comments. It is suggested that frequent discussion breaks be made in the presentation. No pre- or postassessment instruments are included.

Evaluation Information: Evaluation was conducted at all workshops and periodic reports made to the U.S. Office of Education, summarizing factual data on participants and their reactions to workshops.

Outside Resources Needed: Trainer
Slide/tape equipment
Books, monographs, articles (valuable for workshop use but not mandatory)

Price: The written program is $75.00, but current availability is limited. No price available on slide/tape series. A planned revision may alter price information soon.

Contact: Dr. W. E. Barron
The University of Texas at Austin
Division of Extension
Industrial and Business Training Bureau
103 Extension Building
Austin, Texas 78712

A Competency Based Training Program for Manpower Counselors

Authors: Northwest Regional Educational Laboratory Manpower and Community College Counseling Program, School of Education at Oregon State University, and the United States Office of Education

Format: 200-page trainee's manual; 250-page resource manual, Implementing Competency Based Counselor Preparation; Instructor's Key; Core Counseling Competencies: A Manual for Self-Growth (relevant reading materials, not yet available)

Description: This program is a cooperative effort of the three authoring institutions. It is designed for use in a one-week group training program for manpower/community college counselors, and is an "attempt to develop both theory and practice" in techniques for manpower counselors. It also attempts to bridge the gap between those with counseling background but little experience in manpower counseling, and those experienced in manpower programs but without training in counseling practices as such.

The training is based on eight broad competency areas:

(1) counseling techniques (for use with individuals and in groups)
(2) staff relationships and the correlation of counseling and administrative functions
(3) client information and referral services
(4) populations served by manpower programs
(5) assessment
(6) career development
(7) the labor market
(8) evaluation of counseling effectiveness (planning, research, and evaluation competencies)

Each competency area consists of statements of learning objectives, usually five to ten; descriptions of learning activities; and statements defining criteria for accomplishment (called Evidence of Learning). Each objective is a general statement of the desired knowledge or skill; the learning activities and Evidences of Learning are more specific and behavioral. Activities (including readings) are often based on actual situations in the Portland area.

The manual also includes thorough pre-assessments for each objective: some are self-evaluations, some are objective tests, and some are case studies which ask the trainee to recommend and defend a course of action. A glossary of terms is also included. Written resources cited are extensive and practical: legislative acts; books and articles on current career availability and on general aspects of career selection; Department of Transportation and other government publications; journal and magazine articles; and works on specific counseling skills.

Evaluation Information: The manual underwent four revisions; however, specific evaluation information is not included in the manual and was not available to catalog compilers.

Outside Resources Needed: Instructor
Extensive books, articles
Use of local agencies for some activities

Price: Trainer manual: $8.00
Resource manual: $9.00
Instructor's Key: $7.00
Price not established for Core Counseling Competencies manual

Contact: Manpower and Community College Counseling Program
Northwest Regional Educational Laboratory
Lindsay Building
710 S.W. Second Ave.
Portland, Oregon 97204

A Developmental Approach to Career Education for Deaf Students

Authors: Harold Munson, Gordon Phillips, William Howard

Format: 55-page book, Leader's Guide; 76-page book, Career Opportunities for the Deaf; 33-page book, Supplemental Guide to the Career Insights and Self Awareness Games for Teachers of Students; packets of participant materials for each of ten instructional units; and five Game Guides for use with students

Description: This program is designed for presentation in inservice workshops for teachers; however, it seems usable for counseling personnel interested in its focus as well. Ten two-hour workshop sessions focus on training participants on the following topics:

(1) Explorations in Career Education
(2) Career Insights and Self Awareness Gaming
(3) Learning the Gaming Techniques
(4) Learning about the Structure of Occupations
(5) Learning about Work Orientations and Work Functions
(6) Using the Work Function Slide Series in the Classroom
(7) Seeing Workers on the Job
(8) Providing Information about Jobs
(9) Clarifying Work Attitudes and Values
(10) Explorations in Career Education: Reviewed and Re-evaluated

There are five "Career Insights and Self Awareness Games" and Game Guides for use in (2) and (3) above:

(1) Interests Continuum Game
(2) Life Goals Game
(3) Life Situations Game
(4) How I See My Abilities Game
(5) Interests Triangle

These games, and the program's student goals generally, are for use with students 14 years old and above.

The Leader's Guide contains explicit, practical information for the conduct of each session, including suggested times, precautions, and objectives. These are stated generally, however, and are without evaluation criteria.

Evaluation Information: None available to catalog compilers.

Outside Resources Needed: Leader
A few books and articles are mentioned, but overall the packages are self-contained

Price: Currently about $525.00 and of limited availability. Possible future production by a commercial publisher should lower the price.

Contact: Dr. Harold Munson
College of Education
The University of Rochester
River Station
Rochester, New York 14627

Guided Design Projects in Rehabilitation

Authors: Robert L. Masson, Charles K. Stuart, Charles E. Wales, Thomas Blaskovics et al.

Format: Introductory package, a 10-page booklet; 12 project packages, booklets of about 25 pages each

Description: This series was developed for rehabilitation counselors. It is based on the idea that decision making skills are a necessity for any professional; therefore its instructional packages (called "projects") ask students to solve specific problems in rehabilitation counseling, using available resources and instructor consultation. The series is planned for use by groups of 20-30 students; each project package occupies between 8 and 20 hours.

The package topics are:

(1) introduction to decision making
(2) communication in groups
(3) curriculum development
(4) structural barriers (physical obstructions affecting the handicapped)
(5) an introduction to standard medical and rehabilitation sources
(6) problems of persons with back injuries
(7) testing
(8) community services
(9) rehabilitation services in a general hospital setting
(10) use of the state monthly master list of client status
(11) client dropouts
(12) university-agency communications

Each package begins with a listing of 10-15 small specific student objectives. It then leads students step-by-step through the decision making process applied to the specific problem at hand, with immediate feedback at each step.

The Introductory package contains general suggestions for trainers and an explanation of the system, as well as answers to frequently asked questions. Trainer participation is largely guided by package design and student requests; therefore no detailed leader instructions are provided.

Evaluation Information: A summary is included in the Introductory package; student opinion has been assessed, but comparative research studies are still under way.

Outside Resources Needed: Trainer
Books; resource materials, many developed by the authors

Price: Each package is $1.00.

Contact: Dr. Robert L. Masson, Rehabilitation Counseling Dept.
509 Forestry Tower, West Virginia University
Morgantown, West Virginia 26506

Skills for Adult Guidance Educators (SAGE)

Authors: Northwest Regional Educational Laboratory Adult Education Program and United States Office of Education

Format: Twelve paperback instructional packages of approximately 80 pages each; 92-page paperback Handbook; 142-page paperback Answer Key; 890-page book, Adult Career Education Counseling and Guidance Resource; 146-page book, Supplemental Literature Resource for Adult Career Education Counseling and Guidance

Description: This competency-based program is designed for personnel in adult career guidance and counseling. It attempts to incorporate competencies from both adult education and counselor education, but is definitely aimed at counseling personnel rather than teachers. It focuses on the specialized guidance needs of adults.

Each of the 12 packages covers one area of related general competencies, tied together by one or more generalized role statements. Each of the 21 role statements is broken down further into specific learning objectives; and each of these objectives is the basis for a learning module (75 modules altogether). Each module begins with a behaviorally stated objective; a rationale; a preassessment; a list of learning activities; and a post-assessment. The material for learning activities follows, including the citing of outside resources and activities (for example, applying for [illegible] at a local agency). These activities are planned for the individual, though a few are adaptable to group work. The modules are intended to be totally self-instructional and usable independent of one another ("open entry/open exit"), with training staff serving only as resource persons and evaluators.

The twelve general areas of competencies are:

(1) Guidance and Counseling: Theory and Techniques (11 modules)
(2) Skills in Group Counseling (4 modules)
(3) Retirement and Leisure Counseling (4 modules)
(4) Career Development (4 modules)
(5) Toward Interracial and Intercultural Understanding (3 modules)
(6) Identifying Community Resources (11 modules)
(7) Exploring the Labor Market and Discrimination (10 modules)
(8) Designing and Coordinating the Adult Counseling and Guidance Programs (7 modules)
(9) Using the Team Approach in Adult Counseling and Guidance Programs (6 modules)
(10) Retention and Followup of Adult Students (7 modules)
(11) Selecting Assessment Instruments (4 modules)
(12) Proposal Writing (4 modules)

Modules contain glossaries and bibliographies where needed. All modules are color coded with the Handbook and Answer Key. The Handbook presents the history and philosophy of the SAGE project; detailed guides to the use of the packages for trainer and trainee; and a training model, with suggestions on how modules can be developed in local settings. The

Answer Key contains specific keys for assessments with right and wrong answers, and guidelines for more generalized assessments.

The two literature resources (outgrowths of the literature search with which the SAGE project began) summarize relevant research reports, professional literature, and instructional materials published since 1963. The seven categories are:

(1) counseling and guidance
(2) adult counseling and guidance
(3) adult education
(4) career education
(5) competencies
(6) training
(7) adulthood

Evaluation Information: The program was pilot tested and revised before publication in 1975, but no evaluation information was available to catalog compilers.

Outside Resources Needed: Books and monographs
Limited role for coordinator

Price: The training packages, Handbook and Answer Key are $61.00 if ordered as a set. Individual packages range in price from $3.85 to $5.40; the Handbook alone is $9.50; and the Answer Key alone is $10.50. The Literature Resource is approximately $20.00, and the Supplement is about $8.00.

Contact: Commercial-Educational Distributing Services
Box 3711
Portland, Oregon 97208

PROGRAMS:

Using and Evaluating Intervention Techniques
(Direct and Indirect)

SEE ALSO:

Page I-25: Life Skills Series

Basic Attending Skills: An Introduction to Microcounseling and Helping

Authors: Norma B. Gluckstern, Allen E. Ivey

Format: Leader Manual; Participant Manual; eleven videotapes, lasting 2½ hours

Description: This training program is a video system for teaching single counseling skills to beginning helpers, particularly at the paraprofessional level. The material provided is sufficient for 15 to 45 hours of training to groups of twenty or less. It focuses on six specific helping skills:

(1) attending
(2) open questions
(3) minimal encourages
(4) paraphrasing
(5) reflection of feeling
(6) summarization

The videotapes illustrate use of the skills in model interactions by the authors, often focused on male-female issues in current society. Videotaping of trainees is then utilized to aid their own skill development. No evaluative criteria are specified; these are at the leader's discretion.

The Leader Manual gives step-by-step activities and suggestions for developing workshops of varying size and format. (It is recommended that workshops be supervised, if not led, by professionals qualified in psychological or counseling services.) The Participant Manual contains sections on various listening skills and emphasizes behavioral contracts. Encouragement is given throughout for trainees to teach helping skills to others.

Other material available from this organization on this topic includes a videotape on Microcounseling: An Introduction and Dr. Ivey's book Microcounseling: Innovations in Interviewing Training.

Evaluation Information: Research results and participant response are both available on this program.

Outside Resources Needed: Leader
Videotape system

Price: 5-day rental of Basic Attending Skills videotapes: $185.00. Purchase price: $325.00 on three reels, $425.00 on eleven reels.
Leader Manual: $9.75
Participant Manual: $3.75
Rental and purchase prices on other material available from:

Contact: Microtraining Associates
Box 641
North Amherst, Massachusetts 01059

A Competency-Based Manual for Area VI: Vocational and Career Development of the Minimum Competency Requirements for Secondary School Counselors of the State of Tennessee

Authors: Dr. Michele Thomas et al.

Format: Four books: a 481-page Learning Activities Manual; a 51-page volume of Preassessment Evaluations; a 51-page set of Post-assessment Evaluations; and a Key to the exercises

Description: This program arose to meet the need for training in the vocational and career development competencies specified by Tennessee's new competency-based certification standards for secondary school counselors. (Area VI is the number of the vocational and career development area of standards.) The program has been implemented at a two-week Vocational Guidance Institute in the state, which utilized the manuals plus guest speakers, materials displays, and a variety of group activities.

The material in the learning activities manual is divided into seven modules:

(1) the development and maintenance of a self-directed career education information center
(2) the development of job descriptions from job analyses
(3) the use of career clusters and career ladders
(4) the compilation and dissemination of information on employment opportunities, job requirements, and training programs
(5) the development and coordination of a job placement program
(6) the demonstration of skill in identifying, understanding, and relating to others with whom the counselor will work in industry, business, school, and community agencies
(7) the planning and implementation of a developmental career education program including pre-vocational experiences

Each module includes several related competencies plus various types of learning activities for each, to allow for individual learning styles. The competencies are specific and stated with behavioral criteria. Most activities are reading assignments (often duplicated on tape cassettes) or individual projects; some require group work. Each objective is accompanied by enough activities to prevent repetition in case more than one attempt is required for mastery of that objective. The modules include extensive factual information, including resource lists and bibliographies. Tapes of the Institute's significant speeches and descriptions of its multi-media displays are also included.

Evaluation Information: An evaluation of the Institute was conducted, based on comparison of pre- and postassessment performance of participants and on their ratings of the value of various Institute activities. Due to printing costs this report has very limited availability.

Outside Resources Needed: Coordinators, resource books

Price: About $15.00.

Contact: Dr. Garry Bice, Director
Tennessee Research Coordinating Unit
for Vocational Education
909 Mt. Castle St.
Knoxville, Tennessee 37916

Credential Requirements and Minimum Competencies and Level for Certification

Author: California State University at Fullerton, Program of Counseling/ School Psychology

Format: Each of these documents is a three-page booklet

Description: Credential Requirements is a list of necessary areas of competencies for credentialing by this university at three levels:

(1) Basic Counseling/Pupil Personnel Credential
(2) Psychometrist Credential
(3) School Psychology Credential

The competencies for each level fall into three areas:

(1) treatment competencies
(2) diagnosis competencies
(3) research and development competencies

These competencies are named but not described in any detail in these booklets.

Minimum Competencies and Level for Certification indicates assessment methods for each level in each area. Candidates are tracked through various courses and each competency is certified as it is achieved. Each competency is assessed by use of a rating scale, and the necessary ratings for accomplishment in each area are detailed.

Evaluation Information: None available to catalog compilers.

Outside Resources Needed: This is a university curriculum and utilizes extensive outside resources.

Price: No charge for these documents.

Contact: Program of Counseling/School Psychology
Division of Special Programs
School of Education
California State University at Fullerton
Fullerton, California 93734

Curriculum for the Peer Counseling Student

Authors: Dr. Barbara Varenhorst, Dr. Beatrice Hamburg

Format: 34-page booklet

Description: This booklet describes a detailed progression of activities for the conduct of a workshop series for peer counselors, usually a para-professional category. The series is planned to occupy one meeting a week for 12 weeks, and can be adapted for either adult or student age groups. The activities focus on developing helping skills, from the perspective of the special advantages and problems a helper may have relating to a peer helpee. Skills are in the areas of:

(1) verbal communication
(2) non-verbal communication
(3) different modes of communication
(4) various typical problem areas

A list of "abilities taught in peer counseling training programs" begins the booklet, but specific objectives and criteria are not indicated.

Features of the activities sessions include:

(1) an observer chosen each week from the group, who does not participate in the activities but reports her/his observations and interpretations to the group at the end of each session
(2) an introduction to each session by the trainer, based on booklet suggestions
(3) activities and methods for helping students learn the session's skills

Activities are based either on simulated real-life situations or on relevant experiences of the trainees. The first suggested activity in the workshop series, called the Life Career Game, is a structured exercise in decision-making on important facets of a student's life, such as school, work, leisure, and helping at home. Later activities are often less structured. Trainees are also asked to examine their experiences between sessions in light of their new skills.

Evaluation Information: None available to catalog compilers.

Outside Resources Needed: Trainer

Price: $2.00

Contact: Dr. Barbara B. Varenhorst
Palo Alto Unified School District
25 Churchill Ave.
Palo Alto, California 94306

Four Performance Modules in Human Relations

Author: Dr. Stephen Rollin

Format: Four booklets of approximately 35 pages each: Relaxation; Nonverbal Communication; Attending Behavior; Decision Making

Description: These four modules are designed to be self-instructional, but implementation in a group with a group trainer is effective. No trainer's guide is provided. Each module takes no more than eight hours to complete.

Each module includes a preassessment, terminal and enabling objectives, instructional activities and exercises, and a postassessment. The pre- and postassessments are self-rating scales. Most necessary resources are included within the module.

Evaluation Information: None available to catalog compilers.

Outside Resources Needed: Trainer (optional)
A few book, monographs

Price: Cost of reproduction by xerox or mimeograph.

Contact: Dr. Stephen Rollin
College of Education
315 Education Building
Florida State University
Tallahassee, Florida 32306

Group Leadership Techniques Workshop

Author: Manpower Services, Inc.

Format: 130-page Handbook; 16 mm black-and-white sound film, lasting 45 minutes; 36-page Convener's Manual; "Group Power" simulation game; Administrator's Guide; 10-page Handout for each participant

Description: This training program is in group workshop form and has been developed for staff members of manpower and related agencies. The program, which does not include objectives and criteria, focuses on skills and techniques for conducting groups effectively. These are:

(1) attending
(2) information management
(3) contract negotiation
(4) rewarding
(5) responding to feeling
(6) focusing
(7) summarizing
(8) gatekeeping
(9) confrontation
(10) modeling
(11) mediating
(12) group creation
(13) starting

The program is planned for 15 two-hour group meetings of 8 to 15 people. One member serves as convener, but need not be an expert in techniques of group leadership; the Convener's Manual gives sufficient direction for the convener's activities. Several modes of learning are employed: use of the Handbook, film segments, exercises, and feedback discussions. The emphasis on group dynamics makes this program valuable for those involved in group orientation or precounseling group work. Each technique is explained in terms of its objectives, how to use it, and how to tell if it has been used effectively.

The Administrator's Guide gives evaluative information on the program and suggestions for its use in staff development programs.

Evaluation Information: Careful analysis of participant attitudes is contained in the Administrator's Guide.

Outside Resources Needed: Film projector

Price: Handbook is $7.10; Convener's Manual, $2.75; "Group Power" game, $3.25; filmstrip, $100.00; Administrator's Guide, no charge. A complete package for 15 participants costs $215.90.

Contact: Manpower Services, Inc.
1808 Hermitage
Ann Arbor, Michigan 48104

Helping Skills: A Basic Training Program

Authors: Steven J. Danish, Allen L. Hauer

Format: 122-page Trainee Workbook; 62-page Leader's Manual

Description: Six basic helping skills are the focus of this program. The program was initially developed for paraprofessional guidance workers and human service and social service personnel, but is applicable to any group serving in a basic helping role. The program requires approximately 25 hours of group training, generally carried out in sessions of 2½ hours each. The training is directed toward attainment of these stages of helping skills:

(1) understanding one's needs to be a helper (attempting to develop the basic awareness of self necessary for genuine helping)
(2) using effective nonverbal behavior
(3) using effective verbal behavior (in an empathic, non-directive manner and also in a more influencing manner),
(4) self-involving (confrontation) behavior
(5) understanding others' communication
(6) establishing effective helping relationships

The definition of each skill and the training process to achieve it are broken into seven discrete steps:

(1) the skill is defined in behavioral terms
(2) the rationale for the skill is discussed
(3) a skill attainment level is specified
(4) models are used to demonstrate both effective and ineffective examples of the skill
(5) opportunities are provided for extensive supervised practice of the skill
(6) homework is assigned to assist in the generalization process
(7) an evaluation is conducted using behavioral checklists and peer and trainer feedback

The leader's manual is designed to help trainers avoid as many pitfalls as possible in the training program. It describes necessary trainer skills, program logistics, skills for introducing the program, and possible procedural problems. Suggested readings are also included.

Evaluation Information: Several formal evaluations have been conducted of changes in trainee performance; their skills were assessed before, directly after, and 7 months after training. Some evaluation results were published in professional journals; for further information, see Contact.

Outside Resources Needed: Leader

Price: The Leader's Manual is $2.95; Trainee Workbook is $4.95 for one copy, $3.95 each for 10 or more copies, $3.50 each for 25 or more copies, $2.95 each for 50 or more copies.

Contact: Dr. Steven J. Danish
S1-A Human Development Building
Pennsylvania State University
University Park, Pennsylvania 16802

Human Relations Development: A Manual for Educators

Authors: George M. Gazda et al.

Format: The Manual is a 195-page paperback book; the Instructor's Guide is a 62-page paperback book

Description: This program describes a human relations training model and training procedures, planned for use with educators (including counselors, school psychologists, and paraprofessional counseling personnel). It is based on the Carkhuff model plus developmental work done at the University of Georgia.

The manual begins with an explanation and rationale for the model, the helping process, and the process of training in helping skills (especially group training). Then it examines each skill from the viewpoint of, first, accurate perception, and second, effective response. The program design includes behavioral objectives, whose achievement is measured by use of a four-point "Global Rating Scale" (modified from Carkhuff's five-point Discrimination Index). The objectives are in the following areas:

(1) understanding ineffective communication
(2) perceiving feelings
(3) perceiving and responding with empathy
(4) perceiving and responding with respect
(5) perceiving and responding with warmth
(6) practicing use of the Global Rating Scale
(7) responding facilitatively
(8) perceiving and responding with concreteness
(9) perceiving and responding with genuineness
(10) perceiving and responding with self-disclosure
(11) perceiving and responding with confrontation
(12) perceiving and responding with immediacy

Discussion of each topic, exercises, and answer keys based on the Rating Scale are included.

Appendices include:

(1) scales for rating the helpee
(2) the importance of feeling
(3) the communication of feelings
(4) communication "leads"
(5) vocabulary of affective adjectives
(6) interaction mazes

Extensive resource lists are also included.

The Instructor's Guide contains suggestions for organizing the training, discussion of exercises, and certain answer keys.

Evaluation Information: Information from research studies is given in the beginning chapters of the Manual and also in the Instructor's Guide; further studies are under way by the authors.

Outside Resources Needed: Trainer
Audio visual aids are not included, but it is suggested that trainers utilize their own where appropriate

Price: The Manual is $6.95; the Instructor's Guide is $1.95 and is available only at college bookstores.

Contact: The documents are published by Allyn and Bacon, Inc., 470 Atlantic Avenue, Boston, Massachusetts 02210 and are available through bookstores carrying educational materials.

For further information: Dr. George M. Gazda
College of Education
University of Georgia
Athens, Georgia 30602

Human Resources Development

Authors: Robert W. Cash, Shirley Mills, Dale Scherba

Format: 150-page Trainer's Manual for small group trainers, Human Resources Development: A Competency-Based Training Program; Master Trainer's Manual for large group coordination and presentation (available in 1976); Trainee's Workbook (available in 1976)

Description: This training program evolved out of work at California State University, Long Beach, and is based on Robert Carkhuff's Human Technology Model of human relations development. It is designed to present systematic training, both didactic and experiential, in the skills in interpersonal relations which Carkhuff focuses on in his Life Skills Series, described elsewhere in this catalog. The Human Resources Development program is appropriate for all levels of counseling personnel, from beginning helper to inservice counselor.

The backbone of this program consists of the two trainer's manuals. The Trainer's Manual contains detailed guides for small group activity. The forthcoming Master Trainer's Manual will contain suggestions for overall workshop administration, concept presentations for use with the total group (including videotape and audiotape material suggestions), and descriptions of trainee evaluation methods based on Carkhuff's Discrimination and Communication Indices. The program utilizes either Carkhuff's videotapes or originally developed ones interchangeably, as well as the three Life Skills Series books. Optimal size for small group work is 10-12, but total workshop size is variable. The total program occupies approximately 45 hours.

The small group sessions cover four areas:

(1) pre-helping skills (attending, observing, listening)
(2) responding (accurate verbal communication of feelings)
(3) personalizing (identification of problems and goals)
(4) initiating (Part I covers problem-solving, Part II deals with program development)

Each module includes a written pre- and posttest on its content, as well as a list of competencies to be developed through its use. Appendices include handouts for trainee use in each of the four areas. Videotaping, audiotaping, trainees' feedback to one another, and trainer evaluation are all employed to assess trainee performance.

Evaluation Information: Extensive evaluation studies have been conducted on this program. Trainees have been evaluated on pre- and post-training performance; skill retention after one year; and outcomes of student clients of counseling personnel who have gone through training. Results are available from the authors.

Outside Resources Needed: Master trainer, small group trainer(s)
Carkhuff's Life Skills Series books
Carkhuff or Cash videotapes and audiotapes
Videotaping and audiotaping equipment

Price: The Trainer's Manual is $22.50. Prices for the upcoming Master Trainer's Manual and Trainee's Workbook have not been determined, nor for the Cash Associates videotapes and audiotapes.

Contact: Dr. Robert W. Cash
Cash Associates
830 Santiago Avenue
Long Beach, California 90804

Interpersonal Process Recall

Authors: Norman Kagan, Bruce Burke

Format: Nineteen sound filmstrips, most in color (16 also available on videotape), approximately six hours in length; manual of typescripts for each film; instructor's manual

Description: This film series is intended to teach human interaction skills to a wide range of professional groups, among them counselors, teachers, and medical workers. It lends itself to group instruction and calls for a trainer competent in the teaching of such skills. The program may occupy from 30 to 60 hours of trainee time.

The films provide a sequential series of experiences designed to teach theoretical concepts, show demonstrations of these concepts, and present exercises for group activity. Listening skills, identification of one's own feelings, and interviewing skills are the focus. The topics are:

(1) Elements of Facilitating Communication
(2) Affect Simulation
(3) Inquirer Role and Function
(4) Individual Recall (in various situations)
(5) Mutual Recall (between family members, professional teams, etc.)

Trainees are asked to see themselves in certain of the films' roles, discuss their reactions, and practice the listening and responding skills pictured.

Evaluation Information: The series has been implemented in courses at Michigan State University and in other settings nationwide. Evaluation results are available on both trainee performance in and attitude to program.

Outside Resources Needed: Trainer, film projector or videotape system

Price: The entire film series costs $2,515.00. Individual films range from $30.00 to $440.00, with a 10% discount on orders over $1,500.00. The entire videotape series costs $1,296.75. Individual tapes range from $19.50 to $286.00. No discount is available on videotapes. Instructor's manual and typescripts included, or available separately for $12.50.

Contact: Dr. Norman Kagan
434 Erickson Hall
College of Education
Michigan State University
East Lansing, Michigan 48824

Resources for Competency-Based Teacher Education

Authors: Teacher Corps Associates

Format: Each Resource is a booklet between 30 and 80 pages in length; tape/slide presentations may be ordered separately for use with some resources, as described below

Description: This series grew out of efforts to increase minority participation at higher levels within the Teacher Corps. Each resource was written by a minority group member (including women). While they were designed for teachers, it appears that counseling personnel could gain general knowledge and competencies from Resources One and Nine (described below), and specific competencies in relating to minority group members from Resources Seven and Ten.

Each resource is strictly formulated in terms of objectives and observable behaviors. Learning activities include readings, group discussions, multimedia presentations, and plan development. Remedial activities are included for each objective not met on the initial attempt.

The relevant units are:

(1) Resource One, A Module for Understanding the Characteristics of Competency-Based Education: This document is itself competency-based, of course, and contains objectives and enabling activities in three areas: defining competency-based teacher education (CBTE): designing a competency-based training module; and engaging in activities in the school and community which further the CBTE concept. A glossary and paper-and-pencil pre- and post-assessments are included.

(2) Resource Seven, Competencies for a Hopi Reservation Teacher: Hopi Background Competencies for Teachers: This resource is divided into five parts (or modules). Objectives are in the areas of Hopi tribal government; community government; and geography, physical resources, home life, social activities, and economics of the Hopi community. Pre- and post-assessments and a list of suggested resources are included.

(3) Resource Nine, Non-Verbal Communication and the Affective Domain: This document contains four units, focusing on different aspects of two kinds of non-verbal communication: vocal (pitch and inflection) and kinetic (postures and gestures). A pre-post-test, activities descriptions, and worksheets for each unit are included. A supplementary tape/slide, necessary for some activities, may be ordered from the resource author, indicated under Contact below.

(4) Resource Ten, Strategies for Introducing Skills in Effective Curriculum Planning for Teachers of the Highly Mobile "Troubled Youth" of the Inner City: This resource contains the first of three proposed units, 'Establishing Rapport.' Units II and III, still under development, are entitled 'Quickly Identifying Needs and and Wants' and 'Early Identification and Remediation.' Each defines the teacher's role in relation to troubled youths, which often is that of counselor. The resource is actually a trainer's guide plus

the trainee materials for unit I. Trainee materials include pre- and post-assessment, four objectives concerning effectively relating to troubled youths, and resource and activities lists. The trainer manual portion contains suggestions for conducting activites, pre- and post-assessment criteria, outside resources (including a tape/slide to be ordered from the resource author, below), and a glossary. The tape/slide is used in learning activities and is necessary to use of the resource.

Evaluation Information: None available to catalog compilers.

Outside Resources Needed: Coordinator, tape/slide projector system
Extensive books, articles, film strips

Price: The set of ten Resources is $6.00, or they may be ordered separately for $1.00 apiece. Tape/slide prices are obtainable from contact persons for Resources Nine and Ten.

Contact: For whole series: Carl A. Grant, Director
Teacher Corps Associates Program
University of Wisconsin
Madison, Wisconsin 53706

For tape/slide for Resource Nine: Claudette Ligons
Texas State University
P.O. Box 70
Houston, Texas 77004

For tape/slide for Resource Ten: Mrs. Vida van Brunt
Phillips Hall, School of Education
Room 703
University of Southern California
Los Angeles, California 90007

Systematic Human Relations Training

Authors: Granville L. Sydnor, Nadine L. Parkhill, David G. Morgan

Format: Three programmed manuals (books) for trainees, 100-120 pages each: Systematic Human Relations Training, Intermediate Systematic Human Relations Training, and Advanced Systematic Human Relations Training; 178-page looseleaf Trainer's Manual

Description: This programmed system is based on Carkhuff's core conditions of a helping relationship. The first manual leads trainees step by step through the first state (the experiencing stage) of helping, where they learn to employ accurate empathy, respect, and genuineness. The intermediate manual concerns the defining stage of the helping relationship, wherein the helper employs such skills as confrontation, summarization, and self-disclosure. The advanced manual covers both these areas more briefly, and then focuses on skills by which the helper can facilitate behavioral change in the helpee: modeling, reinforcement, and goal reorientation skills, for example. (This last text is most appropriate for experienced helpers who will themselves be serving as trainers.) The format of instruction consists mainly of statements containing blank spaces to be filled in, with correct responses adjacent to the statements which are to be uncovered as responses are made. The manuals are self-instructional at this stage, preparatory to later group work.

The Trainer's Manual is designed for the group instructional sessions, conducted after the relevant manual has been completed by trainees. The Trainer's Manual contains information for conducting any level of group work. It aids the trainer in bringing to life the various skills of the three stages. It presents detailed lesson plans (plus a shortened cumulative lesson plan for the basic skills of the experiencing stage); the authors' own Facilitation Test and Rating Scale, intended to synthesize and extend the several different rating scales currently in existence; and an interesting exposition of the authors' approach to human relations training, which they call "behavioristic humanism." A bibliography concludes the manual.

Group size is recommended as either six or nine (triads are useful in the suggested activities). The first two manuals provide written and experiential training material for a workshop of up to 15 hours. The entire program could occupy 20 to 40 hours, depending on the activities employed. Objectives and criteria are not specified.

Evaluation Information: The authors have done some comparative studies of utilization of their materials; some results are included in the Trainer's Manual.

Outside Resources Needed: Trainer

Price: Trainee manuals are $4.95 each, Trainer's manual is $9.95.

Contact: Human Resources Development Training Institute
P.O. Box 10357
Jackson, Mississippi 39209

PROGRAMS:

Maintaining and Improving the Educational System and Environment

SEE:

Page I-27: A Competency-Based Manual for Area VI: Vocational and Career Development of the Minimum Competency Requirements for Secondary School Counselors of the State of Tennessee

PROGRAMS:

General Counselor Competencies

Common Core Objectives

Author: California State University at Fresno, School of Education, Counseling Section

Format: 26-page booklet

Description: This booklet describes both overall program objectives and specific course objectives for courses in the Counseling Section at this university. The booklet contains seven basic goals for counselor performance, together with related objectives and criteria for each. The goals are general; the objectives are mostly in terms of knowledge or understanding, with criteria phrased as demonstrations or applications of knowledge or understanding. The seven goal areas are:

(1) knowledge of human growth and development
(2) knowledge and skills in human relationships
(3) knowledge and skills in group settings
(4) knowledge and skills for effective vocational counseling
(5) knowledge and skills in individual appraisal
(6) knowledge and skills in research and evaluation
(7) knowledge of professional organization objectives

Then descriptions of objectives for the following counseling course topics are included:

(1) mental hygiene and guidance
(2) laws relating to children
(3) principles and techniques of guidance
(4) occupational analysis and information
(5) child welfare, parent education, and counseling
(6) counseling techniques
(7) counseling field work
(8) tests
(9) group process
(10) elementary counseling

Evaluation Information: None available to catalog compilers.

Outside Resources Needed: This is a university curricular program; therefore extensive outside resources are utilized.

Price: No charge for this document.

Contact: Counseling Section, Department of Advanced Studies
School of Education
California State University at Fresno
Fresno, California 93710

A Competency-Based Program for the Preparation of Guidance Associates

Authors: Abilene Christian College Department of Education

Format: 139-page booklet

Description: This curriculum outline establishes four areas of desired counselor competencies at both the elementary and secondary grade levels. The four areas are:

(1) planning, organization and evaluation
(2) counseling
(3) consultation
(4) coordination

Courses suggested for the attainment of competencies are then suggested at both undergraduate and graduate levels. Undergraduate courses prepare the candidate to function as a guidance associate under the supervision of a professional counselor. Graduate courses are preparatory to the professional degree. A section on course descriptions concludes the booklet.

This program is based on competencies outlined in The School Counselor: Work Environment, Roles and Competencies of the Texas Education Agency, Division of Guidance Services; that document is summarized in the "Competencies" section of this catalog.

Evaluation Information: None available to catalog compilers.

Outside Resources Needed: Since this is a university curriculum, extensive outside resources are utilized.

Price: No charge, but availability may be limited.

Contact: Department of Education
Abilene Christian College
Campus Court & East North 16th Streets
Abilene, Texas 79601

Consolidated Objectives of the Counselor and Counseling Student Contract

Authors: Northern Illinois University College of Education

Format: Objectives constitute a 10-page booklet; Contract is a 17-page booklet

Description: These two documents represent two aspects of the movement towards competency-based counselor education at Northern Illinois University. The first lists objectives for students within the Counselor Education Program at all levels: master's degree level, certificate of advanced study level, and doctor's degree level. These objectives cover the entire program and are not all expected to be met by any one student; a student's objectives will vary according to her/his area of specialization.

The objectives at each level fall within four areas:

(1) foundations (of guidance, human development, educational specialties)
(2) professional skills (appraisal, counseling, and research and evaluation)
(3) programs and services (guidance and personnel services and career guidance)
(4) self-knowledge and professional commitment

The second document, an individual student contract for a master's candidate in human learning and development (emphasis: elementary school counseling) contains more specific statements of desired student competencies within this specialized area. It is an individualized evaluation instrument as well, with space for learning activities and criteria for accomplishment as agreed upon by student and evaluator. Areas of competencies are as follows:

(1) Core competencies
  (a) research, statistics, tests and measurements
  (b) human appraisal in the school setting
  (c) group dynamics
  (d) parent group leadership
  (e) theories of counseling and psychotherapy
  (f) helping relationship processes and skill building
(2) elementary school counseling and school psychology competencies
  (a) diagnosis and reorientation of behavior problems
  (b) family and child development
  (c) change through consultation
  (d) psycho-social development
  (e) group counseling
  (f) urban dynamics
  (g) administration of pupil personnel services
  (h) career education
(3) school psychology competencies
  (a) personality and learning
  (b) diagnostics in school psychology
  (c) individual intelligence assessment
  (d) personality diagnosis
  (e) life style analysis

Evaluation Information: None available to catalog compilers.

Outside Resources Needed: Since this is a university curriculum, extensive outside resources and aids are utilized.

Price: No charge for these documents.

Contact: College of Education
Northern Illinois University
DeKalb, Illinois 60115

Core Program Objectives for Student Personnel in Higher Education

Authors: University of Georgia Department of Counseling and Student Personnel Services

Format: One-page paper plus several short evaluation instruments for specific courses

Description: The list of objectives which begins these materials forms the basis for the master's degree curriculum for the Student Personnel in Higher Education program. This program is the first in this department to be converted to a competency-based instructional method; it is hoped that eventually the entire department will be included. Other courses, exist, however, among them one based on the Group Counseling Instruction Model described elsewhere in the "Competencies" section.

Eighteen competency areas are defined for students in the core courses of this program. The competency areas cover the following topics:

(1) theoretical understanding of higher education and human and student development
(2) goal setting, assessment, program development and evaluation
(3) the higher education student's relationship to the educational institution, her/his peers, and the community as a whole
(4) research
(5) management and leadership skills
(6) communication
(7) problem-solving
(8) professional involvement
(9) integration of student development concepts and competencies in a simulated situation
(10) a selected specialty area

Specific course objectives fit into the 18 areas and evaluation instruments for these objectives have been designed. These define the criteria for achievement of the objective, frequently in percentage of correctness or other numerical terms.

Evaluation Information: None available to catalog compilers.

Outside Resources Needed: Since this is a university curriculum, extensive outside resources and aids are utilized.

Price: No charge for this document.

Contact: Dr. John Dagley
Department of Counseling and Student Personnel Services
College of Education
University of Georgia
Athens, Georgia 30601

Graduate Program in School Counseling, Wake Forest University

Authors: Wake Forest University Department of Education

Format: Nine-page booklet

Description: This document is a statement of the goals and objectives of the counselor education program at Wake Forest, which is based on the Standards and Guidelines for Approval of Institutions with Competency-Based Programs in Counselor Education' approved by the North Carolina State Board of Education. The purpose of counselor education is outlined in terms of student outcomes. The objectives for the counselor are within two areas: personal characteristics, and competencies in practices of guidance and counseling.

The objectives in the area of personal characteristics are:

(1) belief in the individual
(2) capacity to communicate effectively
(3) understanding of self
(4) openness and flexibility
(5) emotional stability
(6) tolerance for ambiguity
(7) sense of self-worth
(8) sensitivity
(9) clarity of reasoning
(10) capacity to trust
(11) capacity to grow
(12) professionalism

Statements of desired competencies in the practices of guidance and counseling are within the following areas:

(1) counseling competencies
(2) coordinating competencies
(3) consulting competencies

Curricular offerings are then listed, together with those particular state curricular guidelines which they meet.

Evaluation Information: None available to catalog compilers.

Outside Resources Needed: Since this is a university program, extensive outside resources and aids are utilized.

Price: No charge for this document.

Contact: T. M. Elmore
Department of Education
Wake Forest University
Winston-Salem, North Carolina 27109

Preparation Program for Educational Staff Associate Certification of School Counselors

Authors: Consortium of Pacific Lutheran University, Tacoma Public Schools, and Tacoma Alliance of Education

Format: 92-page booklet

Description: The state of Washington currently has nine functioning consortia of universities plus local school districts, which are implementing competency-based counselor training programs. While each curriculum is unique, the Pacific Lutheran University/Tacoma consortium is a representative example.

The document describing this curriculum specifies competencies, assessment instruments, and levels of achievement for counselor certification at two of the three certification levels in the state: preparatory and initial. Those for the third level, continuing, are not yet fully developed. The program emphasizes both knowledge and experience and includes practicum experiences as well as classroom work. Candidates must complete field work of nine hours weekly for one semester in a school or agency, with an accompanying seminar. In addition, the candidate must take four "mini" practicums which last a semester each and involve different counseling experiences and competencies, such as training in empathic behavior, counseling sessions with actual clients, and utilization of special skills such as play therapy.

The program has these characteristics:

(1) individualization and flexibility to meet the needs and interests of each candidate
(2) self-evaluation on the part of the candidate
(3) feedback from peer-group members, clients, and supervisors

Included in the program are specific competencies for seven different areas:

(1) personal characteristics
(2) counseling skills
(3) individual assessment or inventory
(4) information services
(5) research and evaluation
(6) consultation
(7) placement

Each area is broken down into an overall role statement, learning experiences, and assessment tools. Evaluation instruments are included for the rating of characteristics by clients, peers, supervisors, and the candidate. Some objectives are met by written tests or papers, some by performance. Usual criteria are 70-80% positive evaluation for accomplishment of an objective.

Extensive resource lists are also contained in this document, including state and federal publications and commercially available materials for counselors, teachers, and students, plus their sources and prices. Actual course offerings planned for the development of each competency are not specified.

The other state consortia are:

(1) Central Washington State College (plus three school districts and three education associations; contact Dr. James Green, Department of Psychology, Central Washington State College, Ellensburg, Washington 98926)

(2) Gonzaga University/Spokane School District/Spokane Education Association (contact Dr. Terry Peterson, Gonzaga University, Spokane, Washington 99202)

(3) Northwest Adventist Consortium (Dr. Dale O. Wagner, Walla Walla College, College Place, Washington 99324)

(4) Seattle University/Highline School District/Highline Education Association (contact Dr. Marylou Wise, Seattle University, Seattle, Washington 98122)

(5) Southeastern Washington Counselor Consortium (contact Deal Van De Grift, Walla Walla High School, Fern & Abbott Road, Walla Walla, Washington 99362)

(6) University of Puget Sound/Tacoma School District/Tacoma Education Association (contact Dr. James Roy, University of Puget Sound, Tacoma, Washington 98416)

(7) Western Washington State College/Seattle Pacific College/Edmonds School District/Edmonds Education Association (contact Jacqui Reid, Meadowdale High School 6500-168th S.W., Lynwood, Washington 98036)

(8) Whitworth College/Mead School District/Mead Education Association/Spokane School District/Spokane Education Association (contact Dr. Nick Faber, Whitworth College, Spokane, Washington 99218)

Evaluation Information: None available to catalog compilers.

Outside Resources Needed: Since this is a university curriculum, extensive written and audio-visual resources are utilized.

Price: $3.94

Contact: (For document) Pacific Lutheran University Bookstore
Pacific Lutheran University
Tacoma, Washington 98447

(For further information) Dr. Josephine Fletcher
School of Education
Pacific Lutheran University
Tacoma, Washington 98447

Programs of Preparation for Guidance and Counseling Personnel

Authors: Indiana University of Pennsylvania Graduate School

Format: Three books: 183-page Program of Preparation for Elementary School Counselors; 233-page Program of Preparation for Secondary School Counselors; 163-page Program of Preparation for Supervisors of Guidance Services Grades K-12

Description: These three documents describe in detail the manner in which their competency-based curricula are formulated. Groupings of objectives by functional area (role), objective content, and level, are followed by outlines of the courses by which each is met. "Level" refers to the level of priority of an objective in the program. "Role" includes items such as organization, coordination, and professional development. Content areas of objectives vary according to the program. For the elementary and secondary counselor programs, they are:

(1) Foundations of Education
(2) Elementary/Secondary School Curriculum
(3) Interdisciplinary Studies
(4) Foundations of Pupil Personnel and Guidance Services
(5) Child Development
(6) Individual Inventory and Pupil Appraisal
(7) Information Service
(8) Counseling Service and Group Procedures
(9) Consultative Techniques
(10) Placement and Follow-Up
(11) Research
(12) Management
(13) Selective Retention

For the Supervision area, (3) through (13) are:

(3) Instructional Services of the School
(4) Administrative and Supervisory Services of the School
(5) Pupil Personnel Services of the School
(6) Principles of Management
(7) Planning the Guidance Services
(8) Organizing the Guidance Services
(9) Coordinating the Guidance Services
(10) Directing the Guidance Services
(11) Controlling the Guidance Services
(12) Computer Sciences
(13) Personal and Professional Development

Evaluation Information: None available to catalog compilers.

Outside Resources Needed: Since this is a university curriculum, extensive written and audio-visual resources are utilized, more than are described in the documents.

Price: Cost of printing

Contact: Chairman, Department of Counselor Education
The Graduate School, Indiana University of Pennsylvania
Indiana, Pennsylvania

Part II

Lists of Competencies

COMPETENCY LISTS:

Using Systematic Planning and Evaluation
to Improve Career Guidance Programs

SEE ALSO:
Page II-12: Vocational Guidance Personnel

A Guide for the Development of a Competency-Based, Outcome-Stated Guidance Plan

Authors: Texas Educational Agency, Division of Guidance Services

Format: 80-page paperback book

Description: This document outlines competencies in program planning and evaluation. It groups them into five areas:

(1) assessing needs
(2) setting priorities
(3) developing objectives
(4) developing activities to achieve objectives
(5) evaluating the program

In each area the needed competency is clearly stated, followed by an outcome-stated objective (statement of behavior which demonstrates that competency). Sub-objectives break the competencies into more specific and simple skills, describing the process which defines the skill and the outcome which occurs due to its use.

The document also includes examples of needs assessment instruments, district guidance plan objectives in the above format, and evaluation formats.

Contact: Division of Guidance Services
Texas Educational Agency
201 E. 11th St.
Austin, Texas 78701

Some Needed Changes in the Instructional Components of Counselor Training

Author: Dr. Ivan Charner

Format: 20-page paper

Description: This paper discusses the author's view of the counselor's changing role in the future and of certain competencies he feels future counselors will need. These competencies may be summarized generally as the ability to manage change: in the counselor him/herself, in students and their needs, and in the school environment. The competency of conducting research is focused on specifically, viewed as a component of, and partially a model for, other competencies such as program planning. The framework of the research proposal is utilized as a suggested approach to teaching skills in research. It is divided into five units:

(1) problem statement
(2) related research, its significance, and its relation to the current problem
(3) objectives of the research (hypotheses)
(4) procedures, including design, sampling methods, analysis methods, and measuring instruments
(5) end product, or possible conclusions or outcomes

The paper then suggests that systems awareness (for example, awareness of the various social systems of which the counselor is a part) is a significant and neglected skill in current counselor training programs. It concludes with a summary statement of the authors views on "change and the counselor."

Contact: Dr. Ivan Charner
National Institute of Education
Career Education Program
Washington, D.C. 20202

Ten Counselor Competencies in Career Guidance

Author: Nancy M. Pinson

Format: Four-page booklet

Description: This list of ten counselor competencies (currently being used for study purposes only) is divided into three elements:

(1) competencies, all general and all related to career guidance
(2) several validating behaviors for each competency
(3) expected student outcomes to be reached through the application of each competency

The competency areas are:

(1) developing a rationale for, planning, and citing resources needed to implement career guidance programs
(2) involving significant adults in program planning
(3) selecting and using career information materials
(4) using instruments of student appraisal
(5) helping other counseling personnel develop skills relevant to career education
(6) choosing alternative strategies for program implementation
(7) evaluating and altering programs and program strategies
(8) coordinating program elements for various populations and age groups
(9) developing work-study and placement programs
(10) assessing the need for and developing special programs for select populations

Some of the behaviors indicated are in the knowledge area, but most are performance of tasks utilizing specifics of the counselor's situation.

Contact: Mrs. Nancy M. Pinson
Maryland State Department of Education
Division of Vocational-Technical Education
P.O. Box 8717
BWI Airport
Baltimore, Maryland 21240

COMPETENCY LISTS:

Meeting the Career Needs Common to All Clients

SEE ALSO:

Page II-4: Ten Counselor Competencies in Career Guidance

Page II-18: Project DEFINE

Applied Skills, Attitudes and Behaviors Rating Scale

Authors: Colorado State University Counseling/Guidance Program

Format: Two-page checklist

Description: This checklist is an evaluation tool for the rating of counselor trainees in two counseling techniques workshops. Evaluation is on a five-point scale from "outstanding use of skill" to "inappropriate use of skill." Competencies are all in the realm of the trainee's interactions with clients, and fall into five areas:

(1) establishing a helping relationship
(2) identifying problem areas or concerns
(3) generating courses of action
(4) gaining commitment to change
(5) following up client progress

Contact: Dr. Edward Dash, Chairman
Counseling/Guidance Program
Department of Education
Colorado State University
Fort Collins, Colorado 80523

California Pilot Career Guidance Center Career Competencies Survey

Authors: California Pilot Career Guidance Center (summary of results by Lawrence E. Johnson under same title)

Format: The competencies list is a 19-page booklet; the summary report is a 38-page booklet

Description: These documents describe a survey administered to teachers, counselors, administrators, and paraprofessionals in San Diego and Imperial Counties, California. The survey asked each respondent to rate each of 99 competencies on:

(1) its importance for him or her
(2) his/her need for training in it
(3) its importance for other staff as perceived by him or her
(4) the need for training of other staff in it, as perceived by him or her

The competencies are based on Dr. Kenneth Hoyt's 20 competency areas in career guidance, summarized elsewhere in this catalog. (See "Counselor Competencies Needed in Career Education" for content of these competency areas.) The 99 competencies cover the same range as Dr. Hoyt's, but generally do not correlate directly with his; instead, they are statements of specific behaviors which counselors need to be able to perform in order to possess his more general competencies.

This survey served as one basis for the California Pilot Career Guidance Center Inservice Training program, also described elsewhere in this catalog.

Contact: Edwin A. Whitfield, Project Director
Career Information Center Guidance Coordinator
6401 Linda Vista Road
San Diego, California 92111

Career Development: Student Outcomes and Counselor Competencies

Author: Dr. E. Niel Carey

Format: Two-page paper

Description: This listing of counselor competencies in the career guidance area is grouped by expected student outcomes. Two or three counselor competencies are described under each outcome. These student outcomes are:

(1) knowledge of their own attitudes, aptitudes, values and interests and their relation to career development
(2) knowledge and skills in decision making
(3) knowledge of career possibilities and how these relate to their personal values and competencies
(4) knowledge of occupational training and continuing education options
(5) knowledge and skills sufficient to create and implement a personal career development plan
(6) skills in securing and maintaining employment

Counselor competencies for each outcome are stated in terms of helping students achieve these outcomes, and generally concern the possession, organization and dissemination of information to students.

Contact: Dr. E. Niel Carey
Maryland State Department of Education
P.O. Box 8717
BWI Airport
Baltimore, Maryland 21240

Career Guidance: Role and Functions of Counseling and Personnel Practitioners in Career Education

Authors: American Personnel and Guidance Association

Format: Three-page booklet

Description: This list of components of the guidance practitioner's role heavily emphasizes leadership in promoting the concept of career guidance. The areas specified for such leadership are:

(1) identification and programmatic implementation of career development tasks which face individuals
(2) accumulation of information on the individual, education, and occupations
(3) application of career decision making materials and methods
(4) elimination of sexism and racism as career restrictors
(5) expansion of assessment devices
(6) fulfillment of career counseling functions, including emphasis on their importance in student development

Other functions specified may be filled in either a leadership or participatory manner. These include:

(1) community group-family-guidance department liaison
(2) conducting of guidance needs assessments
(3) organization of job placement and job adjustment activities and programs
(4) participation in curriculum revision
(5) assessment of operations and dissemination of results of such assessments

Contact: American Personnel and Guidance Association
1607 New Hampshire Avenue N.W.
Washington, D.C. 20009

Counselor Competencies Needed in Career Education

Author: Kenneth B. Hoyt

Format: 14-page paper

Description: This paper discusses three major aspects of the counseling profession: the counselor's role, both within and outside of a career education context, as seen by several authors; competencies required of counselors in career education; and questions focusing on the content of counselor training programs designed to promote achievement of these competencies.

The competencies are very comprehensive, and so necessarily generalized. The first concerns the counselor's relationship to the theoretical, cognitive content of career education:

(1) "Competencies in taking occupational and career information, regardless of the system utilized in presenting it, and placing all of it into a comprehensive picture of our occupational society consistent with the philosophy and organizational structure of any given career education program"

The remaining 19 competency areas concern the counselor's relationship to other people and how effectively s/he can implement the first competency throughout the system s/he is in. They may be grouped as follows:

(2) competencies at actively seeking to help others (teachers, students, the community) understand career education concepts and relevant data about careers
(3) competencies in utilizing various kinds of community resources
(4) competencies in counseling students, both individually and in groups, and increasing their awareness of the working world, their self-awareness, and how the two may fit together
(5) competencies in utilizing computerized resources
(6) competencies in acting as a resource for parents, curriculum developers, and the community regarding career education
(7) competencies in working with counseling personnel from different settings and levels to further career education

The author feels that counselor role, competencies, and knowledge must be discussed in relation to one another. He also states that the logically prior, and perhaps more difficult, problems of counselor attitudes and values must be considered, as they are basic determinants of the role, competencies, and knowledge each counselor candidate will absorb and apply.

Contact: Dr. Kenneth Hoyt, Director
Office of Career Education
United States Office of Education
Regional Office Building, 7th and D Streets S.W.
Washington, D.C. 20202

The Process Outcome Model

Authors: William D. Peterson et al.

Format: Nine-page booklet

Description: The competency-based model described in this document is designed for the preparation of counselors and student personnel workers in higher education. It is constructed along three dimensions: clientele, role, and competencies. Clientele are the different target audiences counselors work with: individuals, groups, and institutions. The counselor's role is defined by four modes:

(1) consulting/counseling
(2) teaching
(3) administration
(4) intra-personal awareness

Competencies fall into three categories:

(1) diagnosis and assessment
(2) goal setting
(3) facilitation of change

A three dimensional model depicts the way in which clientele, role, and competencies interact.

Included with the model description are three one-page modules on the topics of:

(1) evaluating the effectiveness of a university student development program
(2) writing objectives from goal statements
(3) functioning as a change agent

These list module goal, estimated time to work through, pre-assessment, objectives, learning activities, post-assessment, and remediation activities.

Contact: Dr. William D. Peterson
Counseling and Personnel Services
Education Building
Purdue University
Lafayette, Indiana 47907

Vocational Guidance Personnel

Authors: California Vocational Planning Committee (Area V)

Format: Eight-page booklet

Description: This document is a list of competencies which vocational guidance specialists in a school setting need to possess. It details five to ten competencies in each of the following areas:

(1) the vocational decision-making process
(2) the labor market
(3) the educational process
(4) student assessment procedures
(5) the development and maintenance of a comprehensive career information source
(6) assistance to students in vocational decision making through the counseling process
(7) articulation of guidance services to other agencies
(8) planning and organization of resources needed for an effective guidance program
(9) evaluation
(10) the legal and ethical responsibilities of a member of the guidance profession

Contact: William F. Banaghan, Executive Director
Vocational Planning Committee (Area V)
75 Santa Barbara Rd.
Pleasant Hill, California 94523

COMPETENCY LISTS:

Meeting the Unique Career Needs of
Special Target Groups

SEE ALSO:

Page II-4: Ten Counselor Competencies in Career Guidance

Objectives in Child Counseling

Author: Dr. Michael Altekruse

Format: 17-page booklet

Description: This document is an outline for a course in child counseling. It is written in terms of behavioral objectives for students in the course. Objectives are of three types: knowledge, skill, and experiential, with activities and evaluation methods for each. The objectives are grouped within these areas:

(1) theoretical approaches to child counseling, including psychoanalytical, individual psychology, transactional analysis, client-centered therapy, behavior modification, rational-emotive therapy, and reality therapy
(2) group procedures
(3) consultation, including interpretation of referrals and conferences with teachers or parents

Contact: Dr. Michael Altekruse
Department of Guidance and Educational Psychology
Southern Illinois University
Carbondale, Illinois 62901

COMPETENCY LISTS:

Using and Evaluating Intervention Techniques
(Direct and Indirect)

SEE ALSO:

Page II-6: Applied Skills, Attitudes and Behaviors Rating Scale

Page II-10: Counselor Competencies Needed in Career Education

Group Counseling Instruction: A Model Based on Behavioral Objectives via the Delphi Technique

Author: Dr. Joseph S. Lechowicz

Format: 147-page paperback book

Description: This study, a doctoral dissertation, represents an initial effort at developing a group counselor training model (that is, a model for training counselors in group leadership skills for counseling groups). The first part is a literature review on the development of educational objectives and on the process of training group counselors. A description of the development and expert ranking (via the Delphi technique) of behavioral objectives in group counseling follows. These goals fall into eight areas:

(1) theories
(2) terms
(3) authors of major contributions
(4) non-verbal communication
(5) guidelines and ethics
(6) group experiences
(7) methods and techniques
(8) practicum experiences

The 111 highest ranked objectives were organized as the basis of a counseling practicum offered at the graduate level at the University of Georgia. Evaluation information on this course is available.

Contact: Dr. Joseph S. Lechowicz
St. John's University
Jamaica, New York 11432

Guidelines for Training Programs in School Psychology and Competency Continuum for School Psychologists and Support Personnel

Authors: National Association of School Psychologists

Format: Guidelines is a 34-page booklet; Continuum is a 12-page booklet

Description: These two documents from NASP both list competencies appropriate to the counseling area, specifically for personnel at various levels within school psychology programs.

The Guidelines set forth suggested standards for school psychologist training programs. The first five chapters outline the "right questions to ask" to achieve program standards in five areas: evaluative criteria for students, criteria for faculty, general program criteria, facilities, and program planning and evaluation. The last chapter deals directly with competencies; it details expected observable behaviors (outcomes) in fully trained school psychologists as well as activities for skill development. The areas of outcomes are:

(1) individual assessment
(2) individual differences
(3) exceptional children
(4) learning and remediation
(5) personality theory and development
(6) school organizations
(7) measurement/accountability/research

The Continuum lists specific competencies for school psychologist program personnel, ranging in level from the experienced professional to clerical-level aides. The competencies fall into nine areas at each level:

(1) improving the school climate
(2) group assessment
(3) school-community relations/support
(4) individual study of the child
(5) intervention techniques
(6) programs for children with exceptional needs
(7) research
(8) secretarial support
(9) supervision/training

The booklet also discusses general points concerning school psychologists and programs, including competencies as a foundation for evaluation of personnel performance; realistic expectations for individual staff; changes in the interpretation of competencies in changing situations; and considerations in the development of support personnel programs.

Price: Each booklet is $2.00

Contact: National Association of School Psychologists
1140 Connecticut Avenue N.W.
Washington, D.C. 20036

Project DEFINE

Authors: Andrew Strand, William Fibkins, Gloria Jackson, Frank Pittelli, Bay Shore Junior High School Counseling and Guidance Department

Format: 35-page booklet

Description: This document is a compilation of behavioral objectives for the counseling and guidance department of Bay Shore Junior High School in Suffolk County, New York. It is written in terms of program goals and objectives, rather than counselor; however, the statements of objectives are entirely statements of desirable counselor behaviors. The areas of objectives are:

(1) individual counseling
(2) developmental group counseling
(3) student orientation process
(4) parent orientation process
(5) new teacher orientation process
(6) teacher-counselor relationship
(7) career counseling
(8) parent-teacher-counselor relationships
(9) testing program

Whenever possible objectives are broken down further into small components of behavior.

Contact: Dr. Alfred Stiller
Area Guidance Consultant
Islip Occupational Center
375 Locust Avenue
Oakdale, New York 11769

COMPETENCY LISTS:

Maintaining and Improving the Educational System
and Environment

SEE:

Page II-4: Ten Counselor Competencies in Career Guidance

Page II-7: California Pilot Career Guidance Center Career Competencies Survey

Page II-10: Counselor Competencies Needed in Career Education

Page II-12: Vocational Guidance Personnel

COMPETENCY LISTS:

General Counselor Competencies

Behavioral Objectives for Supervised Practice in Counseling

Authors: University of Missouri-Columbia, Department of Counseling and Personnel Services

Format: Eight-page booklet

Description: This is a summary of objectives for a counseling practicum course. The objectives establish a general framework within which the student is encouraged to develop knowledge and skills according to his own interests. Three goal areas are detailed:

(1) the goal area of counseling includes development of a personal counseling rationale and demonstration of interviewing techniques
(2) the goal area of consulting includes learning to gather and utilize information about and for clients, to assist in program development, and to identify desired consultation outcomes
(3) the personal goal area includes growth in ability at self-appraisal, self-improvement, utilization of self-knowledge, and self-acceptance

Activities and criteria for accomplishment are also suggested for each objective.

Contact: Department of Counseling and Personnel Services
University of Missouri-Columbia
307 Parker Hall
Columbia, Missouri 65201

Competencies for the School Counselor: Elementary and Secondary Levels

Authors: Auburn University, Counselor Education Department

Format: The Elementary Level document is a five-page booklet; the Secondary Level is a booklet of 13 pages

Description: These two lists of competencies cover the same ten areas of general counselor functioning, with one extra area cited at the secondary level: that of conducting a student placement service. Each area of competencies is broken down into one to eight more specific statements of behavior. The ten common areas are:

(1) planning a guidance program
(2) conducting individual and group counseling
(3) coordinating student appraisal services
(4) coordinating educational/career planning functions
(5) coordinating client referrals
(6) consulting with parents
(7) consulting with teachers and administrators
(8) conducting research
(9) interpreting counseling services to staff, parents and community
(10) adhering to legal and professional ethical guidelines

Contact: Counselor Education Department
School of Education
Auburn University
Auburn, Alabama 36830

Competency-Based Program to Train Secondary Counselors

Authors: Middle Tennessee State University, Department of Psychology

Format: 98-page booklet

Description: This document, a proposal to the Tennessee State Board of Education, describes a proposed model for a competency-based program in counselor education at the graduate level. Along with discussions of university faculty, resources, curriculum and philosophy, it offers detailed objectives in the following ten areas:

(1) foundations of guidance
(2) assessment
(3) counseling
(4) group process
(5) personal, social, and educational development
(6) career development and vocational guidance
(7) research
(8) administration
(9) consultation
(10) counseling practicum

For each category, competencies are listed along with implementation tasks to help students develop competencies, and evaluation criteria for competency levels.

Contact: Dr. Keith Carlson
Department of Psychology
Middle Tennessee State University
Murfreesboro, Tennessee 37130

Counselor Tasks and Competencies

Authors: Kansas State University, College of Education, Ad Hoc Certification Committee

Format: Four-page booklet

Description: This working paper outlines the tasks which a fully functioning counselor performs. It begins with a role statement regarding general areas of desirable counselor knowledge. Then it lists competencies under the following task areas:

(1) individual counseling
(2) group counseling
(3) functioning as a student advocate
(4) individual appraisal
(5) providing leadership in planning, implementing and evaluating career guidance programs
(6) assisting students in planning their school program
(7) case conferences
(8) providing in-service activities related to guidance
(9) assisting in curriculum development
(10) consulting with resource individuals
(11) establishing working relationships with referral agencies
(12) research
(13) guidance program implementation and evaluation
(14) professionalism

Contact: Ad Hoc Certification Committee
College of Education
Department of Administration and Foundations of Education
Kansas State University
Manhattan, Kansas 66506

Emerging Career Guidance Competencies

Author: Dr. Anita Mitchell

Format: Four-page journal article

Description: This article focuses on the expanded role of counselors as facilitators of total life career development. It does not cite specific competencies; instead it deals with general competency areas. These are:

(1) career counseling competencies
(2) program planning competencies
(3) implementation competencies
(4) consultation competencies (with other staff members)
(5) linkage competencies (with other agencies)
(6) staff development competencies
(7) evaluation competencies

It concludes with a discussion of needed changes in counselor education.

Contact: Mitchell, A. M. Emerging career guidance competencies. Personnel and Guidance Journal, 1975, 53(9), pp. 700-703. If not available through local sources, contact American Personnel and Guidance Association, 1607 New Hampshire Avenue N.W., Washington, D.C. 20009

Entry Level Counselor Skills

Author: Michigan State Department of Education

Format: Four-page booklet

Description: This document begins with a discussion of personal characteristics which should be expected of professional counselors, such as openness, genuineness, and willingness to grow. It then cites fairly general counselor competencies in eight areas:

(1) understanding of students and the educational context
(2) counseling
(3) consulting
(4) coordinating
(5) research
(6) assessment
(7) professional growth
(8) professional standards

Contact: Dr. Robert Betz, President
Michigan Personnel and Guidance Association
Western Michigan University
Kalamazoo, Michigan 49001

Guidelines for School Counselor Preparation and Performance Objectives for Certification of School Counselors, Basic and Professional, April 1973 (working copy)

Author: Utah State Board of Education

Format: Stages is an 8-page booklet; Objectives is a 23-page booklet

Description: These two documents are built around eight areas of competencies:

(1) personal qualities of the counselor
(2) professional understandings
(3) individual counseling
(4) group procedures
(5) measurement and assessment
(6) vocational counseling and career development counseling
(7) staff and administrative relationships and responsibilities
(8) research activities

The first document details each area in three to ten specific competencies. The second indicates each specific competency together with one or more statements describing a behavioral criteria for that competency. Criteria are specified for two levels: the basic professional (or entry) certificated level and the professional certificated level, requiring at least three years' work as a school counselor.

Contact: H. Reese Anderson, Coordinator
Pupil Personnel Services
Utah State Board of Education
1400 University Club Building
136 East South Temple St.
Salt Lake City, Utah 84111

Minimum Competency Requirements for Secondary School Counselors, Grades 7-12

Authors: Tennessee Department of Education

Format: Four-page booklet

Description: This list of minimum competency levels lists few specific skills; rather it outlines general areas where competence is required in secondary counselors. The areas are:

(1) knowledge of foundations of guidance and counseling
(2) selection of assessment instruments and interpretation of results
(3) counseling
(4) facilitating group process
(5) assisting in the development of programs for students personal, social and educational growth
(6) assisting students in vocational and career development
(7) research
(8) administration and program planning
(9) consultation with the total community

Area six, assisting students in vocational and career development, identifies seven competencies:

(1) development and maintenance of a self-directed career education information center
(2) development of job descriptions from job analyses
(3) assistance to students in understanding career clusters and other career-related concepts
(4) compilation and dissemination of information on employment and educational opportunities
(5) development and coordination of a job placement program
(6) effective relations with business, industry, and community agency personnel
(7) planning and implementation of a developmental career education program

A research study by W. Charles Graves based on these seven competencies broke each of them down into even more specific skills, such as describing the 15 U.S.O.E. career clusters. This report is available from the same source.

Contact: Tennessee Department of Education
Division of Comprehensive Vocational Education
243 Cordell Hull Building
Nashville, Tennessee 37219

New York State Personnel and Guidance Association Professional Advancement Team Handbook

Author: New York State Personnel and Guidance Association

Format: 46-page Handbook plus 15-page counselor questionnaire insert

Description: This document contains guidelines by which regional professional advancement teams can assist local guidance programs in self-evaluation. One area of guidelines is "Counselor Certification Guidelines Performance Statements,' which are statements of competencies in behavioral terms. The competency areas are:

(1) personal characteristics
(2) communication
(3) counseling
(4) knowledge of human development
(5) youth needs
(6) information services
(7) assessment
(8) consultation
(9) research and evaluation

The rest of the Handbook offers principles of guidance program assessment, suggestions for implementation of professional advancement team objectives, suggestions for organizing the team visit, and sample materials for team use.

Contact: New York State Personnel and Guidance Association
135 Western Avenue
Latham, New York 12110

Preparation of Guidance Associates and Professional Counselors Within the Framework of a Competency-Based Program

Authors: North Texas State University, Division of Counselor Education, College of Education, Guidance and Counseling Staff

Format: 75-page monograph

Description: This document is a comprehensive listing of objectives and behavioral criteria for two levels of guidance personnel: preprofessional guidance associates and professional counselors. It begins with a discussion of the personal characteristics desirable at both levels, listing seven specific objectives under a general goal statement summarizing these characteristics as "objectivity and flexibility."

Performance competencies are separated for the two levels, but in each they fall within nine categories:

(1) counseling services
(2) consultation
(3) coordination
(4) career development services
(5) planning and development
(6) individual assessment and inventory
(7) research and evaluation
(8) placement and follow-up
(9) referral

Each area at each level contains a general goal statement, objectives, and descriptions of evidence of competence.

Price: $3.75

Contact: American Personnel and Guidance Association
1607 New Hampshire Avenue N.W.
Washington, D.C. 20009

Request for Pilot Program for Guidance Associate (Competency-Based)

Authors: Midwestern University

Format: 21-page booklet

Description: This document is actually a funding request, but specifies competencies and levant courses in two areas: elementary guidance studies and secondary guidance studies. The guidance associate is a bachelor's degree level person operating under the supervision of a professional counselor.

The competency areas are:

(1) planning and development of the guidance program
(2) counseling
(3) pupil appraisal
(4) career development/educational and occupational planning
(5) referral
(6) placement
(7) research and follow-up
(8) consultation
(9) public relations

Contact: Guidance Studies Department
Midwestern University
3400 Taft
Wichita Falls, Texas 76308

Responsibilities of the School Counselor and Competencies Appropriate for Provisional Certification

Author: Counselor Education Trial Project, New York State

Format: Three-page booklet

Description: This booklet is a draft statement of counselor competencies, grouped within seven areas:

(1) counseling (individual and group)
(2) consultation with parents and colleagues
(3) planning and coordination of the program
(4) provision of information and learning experiences
(5) student assessment
(6) placement
(7) research

Each area begins with a statement of counselor responsibilities in that area, phrased in terms of outcomes which competencies should facilitate (sometimes student outcomes, more often general outcomes for counselors). Two to fifteen competencies are listed in each area, often broken down further into specific behaviors.

Contact: Dr. E. Victor Boyd
Bureau of Guidance
State Education Department
University of the State of New York
Albany, New York 12224

Role Statement of the Department of Student Personnel and Guidance, East Texas State University

Authors: East Texas State University, Department of Student Personnel and Guidance

Format: 17-page booklet

Description: This statement divides the counselor's role into two levels: that of "his philosophy and the kind of person (he) is," and "what he does." The first level outlines the kind of personal characteristics valuable to the counselor, such as self-insight, stability, spontaneity and realism. The second level indicates general competencies in the areas of:

(1) counseling
(2) planning and organization
(3) group guidance and counseling
(4) appraisal activities
(5) vocational guidance and career development
(6) educational guidance
(7) public relations
(8) record keeping
(9) referrals
(10) placement
(11) in-service training and staff development (of coworkers)
(12) consultation
(13) research, follow-up, and publication

It concludes with an outline of curricula leading to various degrees.

Contact: Department of Student Personnel and Guidance
East Texas State University
Commerce, Texas 75428

The School Counselor: Work Environment, Roles, and Competencies

Authors: Texas Educational Agency, Division of Guidance Services

Format: 25-page booklet

Description: This document outlines personal qualities desirable in counselors and the optimal work environment for counselors. Then it lists general competencies, together with sample kinds of activities for each, in four areas:

(1) planning, organization and evaluation
(2) counseling
(3) consultation
(4) coordination

The first area includes competencies in appraisal of individuals, assessment of population needs, guidance priorities-setting, formulating measurable objectives and related tasks, and evaluating. The second includes competencies in formulating a model of the counseling process, formulating a model for explaining individual behavior and change, understanding kinds of group experience, and establishing relationships within the limits of the American Personnel and Guidance Association Ethical Standards. The third area includes competency in formulating guidance concepts and services for others, establishing effective working relationships with all populations served, and promoting career understanding in all students. The fourth includes competencies in formulating a model for utilizing available data processing equipment to process and transmit pupil data, developing effective working relationships in the educational community, coordinating and interpreting research studies, applying theories and materials of pupil assessment, understanding administrative procedures and structure, and promoting public relations.

Most objectives are stated behaviorally. The booklet also includes the APGA Ethical Standards. This document served as one basis for the monograph Preparation of Guidance Associates and Professional Counselors Within the Framework of a Competency-Based Program of North Texas State University, published by APGA and summarized elsewhere in this catalog, as well as other documents.

Contact: Division of Guidance Services
Texas Educational Agency
201 E. 11th Street
Austin, Texas 78701

Standards for the Preparation of Counselors and Other Personnel Services Specialists (Revised 1972)

Authors: Association for Counselor Education and Supervision (ACES)

Format: 18-page booklet

Description: This document focuses mainly on guidelines for counselor training institutions; however one section specifies a "common core" of experiences assumed to be valuable to all counselor trainees for the promotion of related competencies. These are in the areas of:

(1) human growth and development
(2) social and cultural foundations
(3) helping relationships
(4) groups
(5) life style and career development
(6) appraisal of the individual
(7) research and evaluation
(8) professional orientation

Contact: Association for Counselor Education and Supervision
American Personnel and Guidance Association
1607 New Hampshire Avenue N.W.
Washington, D.C. 20009

A Study of Counselor Competencies Required for Maximum Career Development Assistance in Career Education

Author: Leeman C. Joslin

Format: 12-page booklet

Description: This document is a brief description of major career education literature, a defense of the concept, and an examination of the changes it implies in the counselor's role. One section is devoted to counselor competencies. No specific skills are cited, but competencies in three areas are indicated as important:

(1) information
(2) counseling
(3) coordinating

The paper then suggests specific changes desirable in the curriculum at the University of Alabama.

Contact: Leeman C. Joslin
College of Education
University of Alabama
Box 2367
University, Alabama 35486

The University of Wisconsin Counselor Education Program

Authors: University of Wisconsin-Madison, School of Education

Format: 16-page booklet

Description: This draft document is an outline of the objectives which are under consideration to form the basis of a competency-based counselor education program. It begins with five general characteristics of effective counselors:

(1) knowledge of ethical principles
(2) commitment to clients and agency
(3) application of private skills in specific situations
(4) a capacity to plan for the future--of the client and the program
(5) positive attitudes toward change

Then it lists eight competency areas:

(1) counseling
(2) group counseling and guidance
(3) assessment and appraisal
(4) research and evaluation
(5) information systems
(6) program planning
(7) instruction
(8) consulting with non-clients

Each area begins with a definition, then lists specific skills, and finally suggests ways in which skills may be utilized and situations in which they may be applied.

Contact: School of Education
University of Wisconsin-Madison
9th Floor
Education Science I Building
1025 W. Johnson St.
Madison, Wisconsin 53706

Part III

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